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ABSTRACT

This institute was planned to assist public school counselors in their work with minority and deprived youth by providing information about employment conditions and opportunities in local geographical areas, by establishing regular communication lines between the schools and business and industry, and by furthering the counselors knowledge of the attitudes which these youth have towards employment, education, their place in society, and the world beyond their experience. To achieve these purposes, the series of Institute sessions included speeches, panel discussions, and group meetings with key business and industry personnel, and guided tours of plant and business operations. Additional sessions were concerned with minority group youth and their problems in planning for future work and minority group workers and their experiences in the world of work. Further sessions were concerned with the experiences of educational and government personnel involved with minority groups occupational orientations and placement. Detailed descriptions and evaluations of these sessions are included. (RK)

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RALEIGH-DURHAM AREA VOCATIONAL GUIDANCE INSTITUTE FOR COUNSELORS OF MINORITY YOUTH

North Carolina Good Neighbor Council
Post Office Box 12525
Raleigh, North Carolina 27605

March 1972

U. S. DEPARTMENT OF
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Final Report
Project No. 7-8456
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North Carolina Good Neighbor Council
Raleigh, North Carolina

March, 1972

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U. S. DEPARTMENT OF
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Office of Education
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Research and Development

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SUPPLEMENT:

"Vocational Guidance Institute", Raleigh-Durham Area 1967, The University of North Carolina at Chapel Hill, July 17-28, 1967. A booklet prepared on the V. G. I.

ACKNOWLEDGMENT

The director of this Institute feels that the single most important factor for its success was the cooperative planning and active participation of the two persons who together with the director acted as a planning committee for the Institute. Mr. Lindsey Merritt, Employment Service Representative of the N. C. Good Neighbor Council, and his office made the selection of the members of the Institute. He personally planned a number of the programs and presided at several meetings. Mr. Merritt attended every committee meeting where final decisions were made. In addition he was a member of the Institute. Mr. Marty Pierson, Personnel Manager of Wright Machinery Company, Durham, N. C., represented industry and business. He planned a number of programs with his committee from industry; he was present at all meetings where final decisions were made; and he attended all meetings during the Institute. He was one of three keynote speakers at our formal session and represented industry throughout the Institute. The national Plans for Progress office has given Vocational Guidance Institutes throughout the country the basic plan, the financial support and the personal encouragement to promote this type of learning experience. For a truly effective Institute of this type, a person representing minority youth, a person representing industry and business and a person representing guidance and counseling must work together.

W. D. Perry
Institute Director

SUMMARY

In the public schools vocational counseling with culturally deprived and minority group youth has been handicapped by the limited appreciation on the part of counselors of the attitude of these youth toward work, the difficulty in encouraging positive approaches to future employment, and the lack of knowledge concerning vocational alternatives, specific employment opportunities and practices within reasonable access of this youth group. This Institute was planned to assist public school counselors in their work with minority and deprived youth by providing information about employment conditions and opportunities in local geographical areas, by establishing regular communication lines between the schools and business and industry, and by furthering the counselors knowledge of the attitudes which these youth have towards employment, education, their place in society, and the world beyond their experience. To achieve these purposes a two-week Institute was held on the campus of the University of North Carolina at Chapel Hill, July 19 through July 28, 1967, with forty counselors from an eleven-county area participating. The series of Institute sessions included speeches, panel discussions and group meetings with key business and industry personnel and guided tours of plant and business operations. Additional sessions were concerned with minority group youth and their problems in planning for future work and minority group workers and their experiences in the world of work. Further sessions were concerned with the experiences of educational and government personnel involved with minority group occupational orientation and placement. The content of these sessions was developed through the participation of key personnel from a diversified group of businesses and industries in the eleven-county area, the contributions of minority group workers from these businesses and industries and of "Upward Bound" students and staff in the area, the cooperation of State Department of Education personnel and members of the Employment Security Commission, and the sponsorship of the North Carolina Good Neighbor Council and Plans for Progress. By the conclusion of the two-week Institute the participants, as groups or as individuals, had developed long-term projects to investigate and to attempt to find solutions for problem areas identified through their experiences as counselors and as participants in the Institute. These projects were reviewed and evaluated by a panel of industrial personnel during the final day of the Institute. Two follow-up meetings were held by the Director and Institute members during the 1967-68 school year (November 17, 1967, and May 10, 1968) for progress reports on these projects and interchange of ideas. These projects were largely concerned with surveys of local job opportunities, counselor and student visitation to industry and comprehensive collection of occupational information from surrounding areas for students

graduating from or leaving school. Two types of evaluation were made of the Institute. The first, a continuing individual evaluation of each day's activities, formed the basis of a booklet describing the proceedings of the Institute and the counselor's reactions. This booklet was distributed to counselors throughout North Carolina in the hope that it would stimulate interest in similar Institutes and indicate ways to improve the counseling of minority and culturally deprived youth. A comprehensive final evaluation of the Institute was also completed by the participants using an Individual Evaluation Sheet designed by the staff and participants. The over-all evaluation was positive in nature, covering such aspects as planning and direction of the Institute, types of participants, length of the Institute, type and number of field trips, speeches, presentations and panel discussions, and long-term project development.

INTRODUCTION

Within the elementary and secondary school framework of public education in North Carolina counseling with minority youth regarding employment and preparation and training for employment has been to a degree ineffective because of several factors. The addition of vocational guidance counselors to the staffs of the public schools if of fairly recent origin and effective counseling procedures have yet to be evolved in certain problem areas. Training and preparation of counselors has not adequately prepared them for counseling with culturally deprived youth. Counselors face a considerable problem in fostering positive attitudes with minority youth towards trades and non-professional vocations as opposed to traditional college-degree or professionally-oriented programs. The low motivation, limited knowledge and lack of credibility of some minority youth are additional complicating factors. Further, counselors have a limited knowledge of vocational alternatives, of employment opportunities, requirements and practices within their geographical areas chiefly because of a lack of communication with business and industry.

This Institute was developed with the belief that it would result (1) in increased knowledge on the part of counselors, and thus school administrators, about changing employment conditions and opportunities, particularly for minority youth, (2) in assistance in establishing regular communication lines between the schools and industrial and business personnel, and (3) in enhancement of the counselors' appreciation of the attitudes which culturally deprived youth have toward such matters as employment, education, family life, their place in society and the world beyond their experience.

The primary purposes of this Institute seemed to be best fulfilled by providing in-depth contact between counselors and business and industry and between counselors and members of minority youth groups. To this end a series of Institute sessions were planned which included speeches, panel discussions and group meetings with key industry and business personnel with guided tours of plant and business operations. Additional sessions were planned with focus on minority group youth and their problems and minority group workers and their experiences in the world of work. Further sessions incorporated the experiences of educational and governmental personnel intimately concerned with minority group occupational orientation and placement. A meaningful synthesis of these experiences was anticipated through counselor discussion, rap sessions, and group projects developed to eliminate identified problem areas.

These experiences were combined in a two-week, Monday through Friday, Institute held on the campus of the

University of North Carolina at Chapel Hill. This Institute took place from July 19 through July 28, 1967, with forty counselors participating.

Information and understanding gained by counselors during this two-week period led to the initiation of projects completed during the months following the Institute and reported and discussed at two follow-up meetings of the Institute group on November 17, 1967, and May 10, 1968, the first held at I. B. M. Corporation facilities in the Research Triangle Park, in Durham County, and the second held on the University of North Carolina campus at Chapel Hill.

METHODS AND PROCEDURES

Participants - One of the primary aims of the Institute, that of promoting contacts between counselors and business and industry, dictated that participation be limited to a specific industrialized geographical area; therefore, membership was confined to an eleven-county area of the eastern Piedmont and western coastal plain of North Carolina, a region hitherto not serviced by a Vocational Guidance Institute. These eleven counties were Davidson, Durham, Franklin, Granville, Harnett, Johnston, Orange, Vance, Wake, Wayne, and Wilson. Close cooperation in program planning was made possible by the participation of many businesses and industries in this area (See Appendix A). Invitations which described the purposes of the Institute were issued to counselors employed full-time in the public schools of these eleven counties. Also those applicants to the Greensboro (North Carolina) Vocational Guidance Institute held July 31 through August 11, 1967, who were not accepted at that Institute because of heavy registration, were invited to submit applications. Mr. Lindsey Merritt, Employment Service Representative of the North Carolina Good Neighbor Council, and his office made the final selection of the forty members of the Institute. Participants were invited to spend the two-week period on the campus of the University of North Carolina at Chapel Hill, using University lodging and other facilities. Many, however, preferred to commute to the Chapel Hill campus because of family obligations. See Appendix B for a complete list of participants.

Procedures - The ten-day Institute program (See Appendix C for detailed agenda) was designed to provide participants contact with business, industry, minority groups and other concerned individuals in a stimulating, thought-provoking pattern with constructive reactions developing as the counselors related their Institute experiences to their work experiences. Formal presentations were limited in number and a free interchange of ideas and information were encouraged between participants, speakers, and panel discussion members. The pattern of the program had five basic elements: orientation to the Institute purpose and evaluation of Institute procedure; practices and policies of business and industry in their relationships with minority groups; occupational attitudes of minority youth, those preparing for employment and those already employed; experiences of educational and governmental personnel in working with minority groups; and the development of long-term projects by the participants to provide solutions to problem areas within public school counseling services.

Orientation to the Institute purpose occurred during the first morning session during which the Institute Director explained to the participants the mechanics of the Institute operation and the rationale behind the two-week program. One objective during the morning session was to divide the Institute personnel into groups, depending on the geographical area in which each worked as a counselor, in order for them to plan and carry out meaningful projects. A second important objective was to provide for continuing individual evaluation of the Institute program at the end of each day's activities. The purposes of the Institute were further expanded in the speeches during the luncheon meeting by the Guidance Supervisor of the North Carolina State Department of Public Instruction and by the Chairman of the North Carolina Good Neighbor Council (See Appendix D).

Contacts with business and industry were established in two ways: panel discussions by personnel of participating businesses and industries and field trips to business and industrial locations in the Durham, Raleigh, and Smithfield area. Panel discussion introduced such topics as employment practices and procedures, manpower needs of business and industry, and problems experienced in hiring minority workers. Field trips were made to nine diversified types of business and industry in the immediate geographical area. At a lunch meeting during one field trip to Durham, the Administrative Director of Plans for Progress made a major speech (See Appendix D).

Emphasis was placed on the exploration of occupational attitudes of minority youth during two days of the Institute program. Two panel discussions with "Upward Bound" students as participants provided Institute enrollees with insight into the problems and concerns of minority youth who are planning to enter the work force. In addition, a panel discussion involving the Reading Instructors in the "Upward Bound" program presented the teachers' analyses of the problems of minority youth. One full day of the Institute was devoted to interviews and discussions of participants with skills trainees from business and industry. These sessions were confidential so that minority group trainees might express fully their feelings concerning employment procedures and practices.

Members of the North Carolina State Personnel Department and the Employment Security Commission participated in discussions of minority employment problems. A speech was made at the morning session by the Employment Technical Services Supervisor of the Employment Security Commission (See Appendix D).

The final basic element of the Institute, the development of long-term projects by the participants to provide solutions to problem areas in counseling, was regarded as a major result of the Institute, and, as such, is treated in a subsequent section. The final morning of the Institute was spent in an evaluation of these project proposals by a panel of representatives from business and industry. The Administrative Coordinator of Plans for Progress made the final speech (See Appendix D).

The final afternoon of the Institute was spent making an in-depth evaluation of the two-week program by the Institute participants.

RESULTS

Summary of Group and Individual Projects With Follow-Up Reports - One of the major assignments of the Institute was group and individual projects which were to be carried out in the fall of 1967 after the members of the Vocational Guidance Institute returned to their positions in the public schools.

Statements of the projects and follow-up reports at the November 17, 1967 and May 10, 1968 meetings are given in Appendix F.

In brief, Group A hoped to acquaint Durham youth with job opportunities in the Durham area. Their November report indicated that they had begun work in connection with personnel of the State Department of Education to survey all the industries in the Durham area.

Group B's project was to have counselors in Raleigh, Wake and Johnston counties visit two industries (Wake Memorial Hospital and Southern Bell Telephone and Telegraph Company). These visits took place on October 18, 1967.

Group C's project was to gather information about the local job market. The personnel of this group devised a survey sheet and a covering letter and mailed these sheets to 45 industries.

Group D's project was to determine the number and variety of employment opportunities in the local labor markets. They later reported student, vocational teachers and counselor visits to industry.

Individual projects were in the following areas: to get information helpful in counseling prospective dropouts, need for changes in course content, the development of a brochure of career listings of jobs available in the Thomasville area, personal interviews with personnel officers, and employment opportunities in Harnett, Lee, Cumberland and Wake counties.

Publishing of Vocational Guidance Institute Publication - Members and staff of the Vocational Guidance Institute wanted to publish a record of the Vocational Guidance Institute for their future use and for the guidance of other similar institutes which might follow. A copy of this publication is attached to this report.

EVALUATION

Summary of Evaluation by Participating Members Based on Individual Evaluation Sheets (See Appendix E).

Planning for and Direction of Institutes - One participant wrote of the Chapel Hill Institute as follows: "I feel that Marty Pierson and Lindsey Merritt have both contributed much to the Institute. Marty has given much help and insight in how we might approach industry. He has really made us feel very much at home with industry and business. I certainly wished I could have gotten acquainted with other personnel managers. Marty has given us an example of how personnel managers feel about employing students. Last, but not least, Dr. Perry, you, have been just wonderful in directing this Institute. You seemed to have been enthused about your work and this in turn was felt in your members of the Institute. I appreciate the visit to your home and the change to tour your Chinese collection."

Participants of Institute - The inclusion of administrators and curriculum supervisors should be considered. One member of the group wrote, "a special effort should be made to get some administrators and curriculum people in the V. G. I., if not for the entire Institute at least on selective days for a tour or for a good panel discussion. Reason: curriculum people should hear from business-industry regarding the needs of the world of work-administrators also for the same reason and in order to 'ring them in' on the program; primarily to get their full and unqualified support in follow-up, etc."

Another member wrote, "if this Institute could now be followed by an institute for each our own respective administrators--I believe we could make a double impact on all communities in the eleven county radius."

Length and Place of Institute - (1) The majority of the members favored a three-week Institute although some liked the present format of two weeks. (2) Some members of the two-week Institute held in Chapel Hill said they could not have attended this Institute unless they could have commuted. Those who stayed in Chapel Hill felt that they had additional advantages. One member stated that the most valuable single experience of the Institute was the "bull sessions with counselors of the minority race in the dormitory and general associations with Negro counselors and with employment personnel of business and industry."

Visits with Industries and Business - One member of the Chapel Hill Institute wrote that the visits to industry were "the best of all learning experiences." The feeling of the group was that the visits were "well-planned," that they learned much of the jobs available in this area and that they were more aware of jobs available for members of minority groups and for women. They appreciated the briefing sessions before the visits and the discussions after the tours. Some felt there were too many visits on some days. Every industry visited was singled out for individual praise by some member or members of the Institute.

Programs Other Than Visits to Industry

Panels-Discussions - The group discussions with skills trainees from industry were selected by the members of the Institute as being the most valuable single experience. The panel which was considered to be most effective was the Accomplishments and Experiences panel. The day spent with the eight pairs of skills trainees from industry was considered the most rewarding of all the group discussions. Other panels and discussions in order of member evaluation were: We Hired Members of the Minority, Upward Bound Student Panels, Problems Experienced in Hiring Minority Workers, Reading Skills Panel, and Manpower Needs of Industry and Business of North Carolina.

Group Work - One Institute member said, "these group meetings provided the most intimate exchange of thoughts and ideas. The association was wonderful and I feel that we did realize results." Another member said the group sessions gave, "the experience of exchanging ideas and mutually working with those of another race on a Common Problem." Others said "kept counselors involved in the Institute," and "small groups provided exchange of ideas of all, not possible in a large group activity." Many students said that they needed more time for group work. It was interesting to note under Question 4, "Identify the three most valuable group discussions during the Institute", the second highest item was the group discussions and work on the projects. Also listed high in this category was the group work on the morning of the first day which indicated the group's approval of the Director's attempt to structure and explain the work of the Institute.

Speakers - It was gratifying to know that all speakers and participants on panels had at least one vote as one of the three most effective speakers.

The selection of the four most effective speakers had the spread of emphasis which the planners of the Institute had wished. Mrs. Thelma Combo Lennon, representing education and a minority group was first, Mr. Marty Pierson, representing industry was second, Mr. Eugene Rowan, representing Plans for Progress was third and Mr. David S. Coltrane, representing the Good Neighbor Council was fourth.

Expressions of the Effectiveness of the Raleigh-Durham Institute

There was no specific question on the Individual Evaluation Sheet for personal expressions of appreciation for the work of the Institute. However, under Item 15 which said, "If you have other comments or suggestions regarding the V. G. I., list here."

Almost all the members expressed their appreciation of the Institute. Members wanted to come back to an advanced Institute and they like the variety of teaching techniques used. The fact that the Institute had meant much to them indicates that the goals intended had been strived for and had been accepted by the Institute members. The following quotes are only a few of these personal expressions:

"This is my first experience attending any organized, planned session such as this Institute and I have enjoyed it. I gave up two of my four weeks of vacation and I do not feel that I have given up anything. I have gained a much greater insight into this situation; I enjoyed the fellowship, the luncheon "interplay", the Institute membership. I have enjoyed having you as the director--your understanding, patience, and sense of humor made it the success that it was."

"The program was well-planned and executed. Thanks to the Director, sponsors, and participants. The over-all experiences were gratifying and meaningful to me. The program planners made excellent choices of topics and participants. Our director, as usual, made his enthusiasm contagious."

"I leave this Institute with a definite feeling that underprivileged minority members must be frequently exposed to members of this same classification who for various reasons have risen above its stigma to jobs of honor and responsibility. My thanks go to all who made this Institute possible and especially to Dr. Perry who has a special way of making work enjoyable."

"This was an opportunity for which I am indeed grateful. I have attended many, many institutes and the like, and I must say that this one had a meaning for me that I have never experienced in any of the others. Thank you for this opportunity.

"Dr. Perry, I can never fully express the total satisfaction I have found here. My ignorance in the job opportunities, the nature of work in a plant and the attitude of industry itself has been an enormous handicap in my work. Seeing skills performed is altogether different from reading about them, and may I also add that you are always so great, practical, inspiring, and aware of the world around you."

"This has been the most practical experience I have ever had in an institute or workshop. I shall certainly urge other counselors in my county to attend next year."

"It was an honor to be asked to participate in this Institute; there has been no other experience in my training for guidance and counseling that has been more valuable, enlightening, and enjoyable. There is a definite need for the continuation of this kind of institute."

Counselor Plans as a Result of the V.G.I.

In addition to the formal projects which each sub-group (there were four groups of ten members each) have submitted, some individual expressions of counselors were: that they intend to visit personnel managers in industry, they intend to invite industry personnel to their schools, they intend to refer individuals to industry for jobs, they intend to take groups of students to visit plants in their area, and they plan to spend more time in getting minority youth ready to apply for jobs.

In return they hope that members of industry will communicate with them, as counselors, about job openings and keep communication lines open and active between industry and counselors. One counselor said simply, "Contact us."

Another counselor said, "I have wanted to begin a Career Club with speakers from local business, etc., plus tours. I got no help or interest shown at administrative level. I'll try harder for this project with a new school situation and smaller student load this fall. I also will push for units of study in the classroom--as low as 7th--on exploration of "self", world of work, and relationships between the two-plus relating curriculum of future jobs. I feel my minority group students especially need these additional activities."

Shortly after the Institute ended July 28, 1967, the Director received a letter dated August 1, 1967, which said, "I have already started working on my project and when I say I participated in a Vocational Guidance Institute, the managers give me a warmer welcome."

Evaluation of the V.G.I. by the Director and Suggestions for Future Institutes

Early selection of Institute members would insure more careful selection of members. This is a most important factor in the success of any Institute.

In addition to administrators and curriculum personnel, the Director feels that in the counselor category only full-time counselors at all levels and guidance directors should be selected for Institutes. Also specialized personnel at the State Department of Public Instruction level, various state agencies, and others who might be vitally concerned with the objectives of these Institutes might be enrolled in V.G.I. Other groups such as parents, civic leaders, religious personnel might be considered.

The age range in this Institute ranged from 32 to 65. It would seem that a younger, more homogeneous group might be more effective.

An attractive reporting of preceding institutes sent to individuals being recruited for future Institutes would be of help. It is the present plan that the report of the Raleigh-Durham 1967 Institute be sent to counselors in the State of North Carolina. This means that in a small way some 795 counselors in North Carolina rather than the thirty-six counselors enrolled in the summer Institute will be contacted.

The Director feels that some person representing minority youth, some person representing industry and business, and some person representing guidance and counseling must work together to plan and direct the ideal Institute. These persons must not only represent these areas but must be actively engaged in work in these areas.

If groups are more homogeneous in age, then the present Director feels the director should be within the same age range.

The director feels that Institutes should run at least three weeks, some perhaps longer. He feels graduate credit should be given and that members be required to say on campus so that there might be the additional advantage of living together, time for evening discussion, and time for outside reading and study.

It seemed to the Director that there is a definite pattern for visits to industry which is most effective. First, have the industry prepare and mimeograph material pertaining to the work of the industry, hiring policies, and, if possible, the range of jobs available at that time. Second, bring this material to the group and discuss it before plant visits. Third, have a discussion period following the industry visit. If this procedure is followed, no more than two visits to industry per day are desirable. Care should also be taken not to duplicate types of industries visited.

It was the Director's feeling that members of the Institute learned more quickly if they were intimately involved in the learning process. The emphasis should be on small group activity, panel and other discussions, with an occasional speaker.

About sixty percent of the work of the Institute was in group work alone. Meeting and discussing with personnel managers in industry and their feelings toward hiring members of minority groups were also effective learning experiences for the counselors, and should be continued.

Minor specific suggestions would be the discussion of Labor Laws and possible discussions from related disciplines such as psychology, sociology, anthropology, and economics.

APPENDIXES

APPENDIX A

Participating Industries and Businesses

Durham

American Tobacco Company
Belk-Leggett Company
Cardinal Products, Inc.
Central Carolina Bank and Trust Company
Crum and Forster Group
Duke Power Company
Duke University
General Telephone Company
Home Security Life Insurance Company
Koppers Company, Inc.
Liggett and Myers Tobacco Company
D. C. May Company
Mechanics and Farmers Bank
Wm. Muirhead Construction Company, Inc.
North Carolina Mutual Life Insurance Company
Sears-Roebuck
Service Printing Company
Nello L. Teer Company
Wachovia Bank and Trust Company
Wright Machinery Company
IBM

Raleigh

Carolina Power and Light Company
Cameron-Brown Company
Colonial Stores, Incorporated
Corning Glass Works
First Citizens Bank and Trust Company
First Union National Bank
Erwin Mills
Nationwide Mutual Insurance Company
The News and Observer
North Carolina National Bank
Occidental Life Insurance Company of North Carolina
Peden Steel Company
Pepsi-Cola Bottling Company
Phillips Petroleum Company
Rockwell Manufacturing Company
Southern Bell Telephone and Telegraph Company
Superior Stone Company
State Capital Life Insurance Company
Wachovia Bank and Trust Company
Wake Memorial Hospital
Winn-Dixie Raleigh, Inc.
Construction Apprenticeship Council

Smithfield

Sylvania, Inc.
Fieldcrest Mills
Shallco, Incorporated
Jerold Corporation
Shallcross Manufacturing Company
Burlington Industries

Wake Forest

Schrader Industrial Products

APPENDIX B

Individual Participants

Group A

Miss Nezzie V. Carter
Merrick-Moore High School
2229 Apex Highway
Durham, N. C.

Mrs. Harriet B. Childs
Carr Junior High School
3008 Buckingham Road
Durham, N. C.

Mr. J. M. Deeds
Durham High School
1804 Glendale Avenue
Durham, N. C.

Mrs. Ann W. Jones
Hawley High School
703 Philmont Street
Durham, N. C.

Mrs. Johnnie B. McLester
Shepard Junior High School
Durham, N. C.

Mrs. Betty J. Merritt
Merrick-Moore High School
2229 Apex Highway
Durham, N. C.

Mrs. Viola Pindle
Highland Junior High School
604 Massey Avenue
Durham, N. C.

Mrs. Rose Schnopp
Thomasville Senior High School
1124 Randolph Road
Thomasville, N. C.

Mrs. Elizabeth T. Taylor
Carrington Junior High School
1009 Sycamore Street
Durham, N. C.

Mr. Ralph Todd
Northern High School
1702 Ferrell Road
Chapel Hill, N. C.

Group B

Mrs. Doris Clements
Ligon High School
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Raleigh, N. C.

Mrs. Arletha G. Freeman
Fuquay Consolidated High School
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Angier, N. C.

Mrs. Mary Johnson
Millbrook High School
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Raleigh, N. C.

William H. Knox
Enloe High School
1418 Pineview Drive
Raleigh, N. C.

Mrs. Mitchell L. Lawrence
Fuquay-Varina High School
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Lindsey A. Merritt
N. C. Good Neighbor Council
P. O. Box 12525
Raleigh, N. C.

Mrs. Lillian C. Sandling
Needham Broughton High School
2209 Byrd Street
Raleigh, N. C.

Mr. P. U. Watson
Ligon High School
1515 Summerville Circle
Raleigh, N. C.

Miss Wetonah M. Williams
Aycock Junior High School
1508 Tierney Circle
Raleigh, N. C.

Mrs. Nancy S. Willis
Benson High School
Route 3
Dunn, N. C.

Group C

Mrs. Madge Moore Avent
Henderson Institute
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Greensboro, N. C.

Mr. Leroy E. Borden
606 School Street
Goldsboro, N. C.

Miss Luna Byrd
Harrison High School
Route 1, Box 115-A
Smithfield, N. C.

Mrs. Hattie H. Ellis
Darden High School
1022 Faison Street
Wilson, N. C.

Miss Laura Blanche Gay
Vaiden Whitley High School
809 West Johnson Street
Raleigh, N. C.

Mrs. Sandy Hagevik
Neighborhood Youth Corps
Chapel Hill, N. C.

Mr. Roger E. Holloman
Southern Wayne High School
Route 4
Mount Olive, N. C.

Mrs. Rosemary Jones
Holden Technical Institute
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Route 3, Box 127
Raleigh, N. C.

Mrs. Dorothy H. Rinne
Wake Forest High School
2616 Van Dyke Avenue
Raleigh, N. C.

Miss Eva Thomas
Henderson Institute
Henderson, N. C.

Group D

Mrs. Billie C. Carver
Roxboro High School
1220 Oxford Road
Roxboro, N. C.

Mrs. Vivian Edmonds
Chapel Hill Senior High School
Chapel Hill, N. C.

Mrs. Juanita S. Floyd
Gay B. Phillips Junior High School
4-A Williams Circle
Chapel Hill, N. C.

Mrs. Edith Jackson
Franklinton High School
205 Hillsboro Street
Franklinton, N. C.

Mr. John Knox
Assistant Supervisor of Guidance Services
State Department of Public Instruction
Raleigh, N. C.

Mrs. Marjorie G. Leonard
Louisburg High School
Route 4
Louisburg, N. C.

Mrs. Anyce McKee
Orange High School
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Mr. G. D. McNeil
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Guy B. Phillips Junior High School
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Chapel Hill, N. C.

Miss Ethel Williams
Whawtown High School
Route 2, Box 165
Lillington, N. C.

APPENDIX C

Program for the Raleigh-Durham
Vocational Guidance Institute

Monday, July 17, 1967

*Open Meetings - In the meetings marked with an *, persons from industry, business, and the public are cordially invited. All other sessions are work sessions are closed meetings.

9:00 A.M. - Introductory Remarks - W. D. Perry, Director

10:00 A.M. - Administrative Details

11:00 A.M. - Participants Responsibilities
Chairman and Recorders will be elected in each group.

12:00 Noon - Group Meetings (A, B, C, D)

1:00 P.M. - Lunch - Carolina Inn, W. D. Perry, Presiding
Greeting Remarks:
Dr. Norton Beach, Dean, School of Education, University of North Carolina at Chapel Hill.

Speakers:
Kathryn Ray, Guidance Supervisor, State Department of Public Instruction: Strengthening the Relationships Between Industry, Business, and Guidance Services.

David Coltrane, Chairman, North Carolina Good Neighbor Council: Plans for Progress and the Work of the Good Neighbor Council.

Comments:
Marty Pierson, Personnel Manager, Wright Machinery Co.: Industry Challenges Guidance Counselors.

4:00 P.M. - Party - Point Prospect; Host, W. D. Perry

Tuesday, July 18, 1967

9:00 A.M. - "Employment Procedures and Practices"
James Smith, Personnel Manager, Burlington Industries, Erwin Mills Sheeting and Duck Division, Durham, North Carolina

9:30 A.M. - Buzz Session - All participants

10:50 A.M. - Discussion - Groups A, B, C, D.

12:00 NOON - Lunch

1:00 P.M. - Bus leaves from rear door of Peabody Hall for tour of industry

1:30 P.M. - Tour Erwin Mills

3:30 P.M. - Interplay at Erwin Mills

Wednesday, July 19, 1967

*9:00 A.M. - "Why Minority Group Youth Feel As They Do"
Thelma Cumbo Lennon, Supervisor, Title V Guidance, Counseling and Testing, NDEA
Buzz Session

10:00 A.M. - Group Discussions (A, B, C, D)

10:30 A.M. - Panel Discussion - "Getting and Holding Jobs, Service Obligations, and Other Problems."
Participants: "Upward Bound" students
Moderator: Mrs. Delores Simpson, Guidance Counselor, Central High School, Hillsborough, N. C.

11:30 A.M. - Group Discussions (A, B, C, D)

12:00 NOON - Lunch

1:00 P.M. - Panel Discussion: "Some Issue and Concerns of the Young Adult"
Participants: "Upward Bound" students
Moderator: Mrs. Delores Simpson, Guidance Counselor, Central High School, Hillsborough, N. C.

2:00 P.M. - Group Discussions (A, B, C, D)

3:00 P.M. - Panel Discussion: "Reading Skills"
Participants: Mary Eason, Barbara Lawler, Jean Slaughter, Euzelle Smith
Reading Instructors: "Upward Bound"
Moderator: Mrs. Delores Simpson, Guidance Counselor, Central High School, Hillsborough, N. C.

4:00 P.M. - Group Discussions (A, B, C, D)

Thursday, July 20, 1967

Groups A, B, C, D meet with 8 pairs of skills trainees (1 through 8).

Trainees from industry will rotate among Groups A, B, C and D. Group chairman will act as moderators.

4:30 P.M. - Individual Group Review of Day's Presentation

Friday, July 21, 1967

8:30 A.M. - "Work Skills at Wright Machinery Company" - Marty Pierson, Personnel Manager, Wright Machinery Company

9:00 A.M. - Bus leaves from rear door of Peabody Hall for tour of Wright Machinery Company.

9:30 A.M. - Tour Wright Machinery Co.

11:00 A.M. - Leave Wright Machinery Co.

11:15 A.M. - Interplay discussion at Duke University (Building 9, Room 130)

12:00 NOON - Lunch - Duke University Ballroom, Union Building
David S. Coltrane, Presiding
Speakers: Eugene S. Rowan, Administrative Director, Plans for Progress, Washington, D.C.
Comments: James T. Taylor, Vice-Chairman, North Carolina Good Neighbor Council; John S. Stewart, President, Mutual Savings and Loan Association, Durham, N. C.

2:00 P.M. - Leave for Chapel Hill

2:30 P.M. - "What Vocational Guidance Institutes Hope to Accomplish"
Bert A. Goldman, Ed.D., Associate Professor of Education, University of North Carolina at Greensboro, N. C.

3:30 P.M. - Evaluation of week's work (Dr. Perry)

Monday, July 24, 1967

Entire day spent in Raleigh, N. C.
Tour Director: Robert Shoffner, Personnel Manager and Assistant Cashier, Wachovia Bank and Trust Company, Raleigh, N. C.

8:30 A.M. - Tour Winn-Dixie Warehouse

10:15 A.M. - Tour Wachovia Bank and Trust Company

12:30 P.M. - Lunch at Holiday Inn, Raleigh, N.C.

Robert Shoffner, Presiding
Michael K. Goode, Assistant Personnel Manager, Rockwell Manufacturing Company
R. S. Self, Personnel Manager, Winn-Dixie
John Beall, Personnel Manager, ITT

2:15 P.M. - Tour ITT Telecommunications

3:45 P.M. - Tour Rockwell Manufacturing Company

Tuesday, July 25, 1967

"Minority Employment Problems"

*9:00 A.M. - Panel Discussion - Lindsey Merritt, Presiding
G. C. Davis, Chief, Recruiting and Testing Division, North Carolina State Personnel Department; Frank Turner, Training Coordinator, State Personnel Department
Buzz Session - Questions

*10:15 A.M. - "The State Employment Scene - Services Offered"
Speaker: Charles R. Stone, Employment Technical Services Supervisor, Employment Security Commission
Comments: Alden P. Honeycutt, Director, Employment Services, Employment Security Commission
Buzz Session - Questions

11:30 A.M. - Panel Discussion - Marty Pierson, Presiding
"Manpower Needs of Business and Industry of North Carolina"
R. I. Council, Jr., Division Personnel Representative, Carolina Power & Light Company
William Andrews, Director of Health Services, Wake Memorial Hospital
Dr. Marion D. Thorpe, Assistant Director, State Board of Higher Education
R. W. Seekamp, Crum and Forester Group Insurance Company, Durham, N.C.
Buzz Session - Questions

12:30 P.M. - Lunch - Carolina Inn
Speaker: Gerald Gradek, Plant Manager, Morrisville Branch, Koppers Company, Inc.

2:00 P.M. - "Testing, Screening, and Employee Evaluations by Business and Industry"

Marty Pierson, Presiding

M. R. Self, Personnel Director, Winn-Dixie, Raleigh, N. C.
Edward Jared, Personnel Director, General Telephone Company

Edson Bates, Industrial Services Supervisor,
Employment Security Commission
Attorney Ramollus Murphy, Raleigh, N. C.
Asa T. Spaulding, Assistant Vice-President,
North Carolina Mutual Life Insurance Company
Attorney Ramollus Murphy, Raleigh, N. C.
Questions - Buzz

3:15 P.M. - "Problems Experienced in Hiring Minority Workers"

Robert S. Harrell, Presiding

Robert Whitley, Personnel Representative,
Occidental Life Insurance Company
C. K. Scarborough, Personnel Director,
Colonial Stores, Raleigh, N. C.
John Fairsh, Personnel Director, Superior Stone
Elton C. Parker, Regional Personnel-Public
Relations Manager, Nationwide Insurance Company,
Raleigh, N. C.
Nathaniel B. White, President, Service Printing
Company, Durham, N. C.

Wednesday, July 26, 1967

8:00 A.M. - R. G. Bell, Chairman Steering Committee of Smithfield, Selma Industries

9:30 A.M. - Tour Jerold Corporation

11:00 A.M. - Tour Fieldcrest Mills

12:30 P.M. - Lunch - Smithfield Country Club

2:00 P.M. - Tour Sylvania Company

3:15 P.M. - "We Hired Members of the Minority" - Conference Room, Smithfield-Johnston County Public Library

Moderators: R. F. Bell, Personnel Manager,
Fieldcrest Mills, Smithfield, Presiding
John S. Shallcross, President, Shallco, Inc.
J. C. Tervo, Personnel Administrator, IBM
Corporation, Research Triangle Park
Glenn Wilkinson, Coordinator, Construction
Apprenticeship Council of North Carolina
R. D. Hornaday, Personnel Manager, Burlington
Industries
S. Gerald Isley, President, Jerold Corporation
Kenneth N. Fromm, Supervisor of Personnel,
Sylvania Corporation, Smithfield, N. C.
Horace M. Talton, Personnel Manager, Shallcross,
Selma, N. C.
Harold Smith, Manufacturing Superintendent,
Sylvania Corporation

Thursday, July 27, 1967

9:00 A.M. - Panel Discussion - "Accomplishments and Experiences"

Moderator: Asa T. Spaulding, Jr.
Panel: Larkin Teasley, Assistant Comptroller, N. C. Mutual Life Insurance Co., Durham, N.C.; James Bolden, Assistant Vice-President, N. C. Mutual Life Insurance Company, Durham, N.C.; Mrs. Missouri A. Morris, Special Education Teacher, Hillside High School, Durham, N.C.; Joseph Taylor, Manager Quality Assurance Lab., IBM, Research Triangle Park, N. C.

10:45 A.M. - Open Discussion with Panelists

12:00 NOON - Lunch - Carolina Inn

1:00 P.M. - Work sessions for Groups A,B,C,D. Groups will write project proposals.

Friday, July 28, 1967

9:00 A.M. - Groups A, B, C, D present project proposals to Industry Panel for their comments.

Panel: Dick Bindewald, Director of Personnel, Duke University, Durham, N. C.; Don Patterson, Assistant to the Personnel Manager, IBM, Research Triangle Park, N. C.; Robert Shoffner, Personnel Manager and Assistant Cashier, Wachovia Bank and Trust Company, Raleigh, N.C.; Lindsey Merritt, Employment Services Representative, N. C. Good Neighbor Council, Raleigh, N. C.; Marty Pierson, Personnel Manager, Wright Machinery Company, Durham, N. C.

12:00 NOON - Lunch - Carolina Inn
Speaker - Robert Goode, Administrative Coordinator, Plans for Progress, Washington, D. C.

1:00 P.M. - Evaluation of the Institute

November, 1967

Follow-up Meeting, IBM, Research Triangle

April, 1968

Follow-up Meeting, North Carolina Mutual Life Insurance Company, Durham, N. C.

APPENDIX D

Text of Major Speeches

Strengthening the Relationships Between Industry, Business, and Guidance Services. Kathryn Ray, Guidance Supervisor, North Carolina State Department of Public Instruction.

Guidance and counseling in the area of career development have undergone significant change since Frank Parsons' day. And it has been change for improvement. Fortunately we no longer believe that we should work with seniors matching traits an individual might have to some particular job and be satisfied that the individual is placed for life. The times demand something else.

We know how that satisfactory placement in the world of work is not an event that occurs as the student leaves high school. Kaback states that "Children are continually learning and forming impressions about the activities which surround them. Their attitudes toward the world of work are already beginning to take shape when they enter school." Kaback also points out "Children seldom regard unskilled or semi-skilled occupations as undesirable forms of labor." Hoppock makes this same point in describing vocational exploration activities for young children. The elementary age child has not absorbed the stereotype attitudes of adults.

Considerable literature is being published for use with children in exploring the world of work. Willa Norris has published a book about occupational information for young children. SRA and Chronicle publish materials for use with elementary school children to give them some information and to develop good attitudes toward the world of work.

Eli Ginzberg and his associates formulated a theory of vocational choice which is based on what is known about the developmental stages through which an individual goes in reaching maturity.

They placed children six to eleven years of age in the fantasy stage. The tentative choice stage includes the eleven to seventeen year span. The realistic choice stage is that a young adulthood when development is no longer affected to the same degree by biological growth. Super, too, has developed a theory of stages in career development. Roe places considerable emphasis upon the relationship between personality factors and vocational selection.

So we see the necessity of helping children move, over a period of time, into the world of work. Just as we can observe physical and intellectual development, we must observe development in personality and in career planning; and we must plan to enhance development in these two areas. This is a real challenge but a vital one because we know that if an individual fails to move successfully through one stage, he will not make the expected progress in succeeding stages.

Maslow classifies needs in a hierarchy. It is his thesis that higher order needs cannot appear until lower order needs are relatively well satisfied. According to Maslow an individual does not realize a need for information and understanding until he has developed feelings of being worthwhile and a sense of independence. Such development is basic to motivation.

So the role of the counselor is two-fold; to know the child and assist him to develop and to know as much as possible about the world of work. Everyone here has studied occupational information and has visited business and industry in the past. Every certified counselor has had at least one year of work experience. This has been useful, but the pace at which change occurs is almost beyond comprehension. We all are aware of this. It is especially gratifying that business and industry recognize this need for counselors to have continuing experience to learn more about current affairs in the world of production and services. Without access to their plants and business operations, we could only learn by reading and would not have the full scope of information needed

We consider this frequent up-dating of the counselor's knowledge about the world of work important enough that we have a newly employed supervisor who will work primarily as a liaison person between business and industry and the counselor in North Carolina. He is attending this workshop, and I would like to introduce him to the group: John Knox who was formerly a counselor in the Charlotte-Mecklenburg schools. We hope to add a second young man to the staff to work primarily in this area also. We are looking forward to the cooperation of business and industry in helping to provide information and experiences that will, in turn, help the counselor in their efforts for children and youth. We know counselors want more of this sort of experience. In fact, many local units are already adding similar activities to their school year in-service activities and find them rewarding. We encourage such programs and look forward to growth of such activities.

We do not have the solution to the shortage of counselors which keeps the student-counselor ratio well above 800 to 1. Nor do we provide summer employment for counselors to enable them to do more work among groups such as the deprived, especially in relation to their development toward being productive, happy workers. It is recognized by those who are aware of these needs that overcoming them will contribute substantially to more effective career guidance. Until the time that we can eliminate these great needs, conferences such as this one are invaluable.

Speaking for the State Staff, and I believe for counselors and counselor educators all over North Carolina, I say let's further our cooperative efforts. To business and industry I say we in guidance want to work with you; we need and appreciate your assistance.

Plans for Progress and the Good Neighbor Council

D. S. Coltrane, Chairman, North Carolina Good Neighbor Council.

As a representative of State Government, I first desire to bring greetings from the Governor of North Carolina, The Honorable Dan K. Moore. This area of employment and training for employment is one in which the Governor has expressed keen interest. You may be assured of the Governor's interest in this Institute.

This is a great day when a group of approximately 40 counselors assemble at the University to study employment needs and the employment demands of industry from the Raleigh-Durham and near-by areas.

This Institute is made possible by a grant from Plans for Progress, a nationwide group of industrialists who have signed an Equal Employment Policy Agreement; a grant from the Department of Health, Education and Welfare and a contribution from more than 40 industrial and business leaders from the Raleigh-Durham area. The response of the businesses of this area is most remarkable. We appreciate and commend these business people for their assistance and cooperation in making possible this Institute.

We appreciate the interest and cooperation we have received from Dr. Perry and his associates here at the University. Dr. Perry, our staff member, Lindsey Merritt, with the assistance of Mr. Marty Pierson of Wright Machinery Company of Durham have structured a very fine program.

We are here in the heart of the Research Triangle, an area that is growing industrially by leaps and bounds. This area has a great business and educational future.

The topic assigned me is The North Carolina Good Neighbor Council. I shall, therefore, address myself to the objectives and purposes of the Council. Speaking here in Chapel Hill on January 18, 1963, our former Governor, the Honorable Terry Sanford, announced that by Executive Order he was establishing the North Carolina Good Neighbor Council and that the Council would have a two-fold mission (1) to encourage employment of qualified people without regard to race and (2) to urge youth to become better trained and qualified for employment.

In connection with this announcement, the Governor said, "Reluctance to accept the Negro in employment is the greatest single block to his continued progress and to the full use of the human potential of the nation and its states." In addition, Governor Sanford said, "I believe this should be done, can be done, and will be done by North Carolina people because it is right morally and because economically we cannot afford to do otherwise."

After carefully evaluating the situation, Governor Moore on July 16, 1965, announced continuation of the Council. However, Governor Moore broadened our scope of operations to include practically all areas of human relations.

The objectives and purposes of the North Carolina Good Neighbor Council are:

1. To study problems in the area of human relations,
2. To promote equality of opportunity for all citizens,
3. To promote understanding, respect, and good will among all citizens,
4. To promote channels of communication,
5. To encourage the employment of qualified people without regard to race,
6. To encourage youth to be better trained and qualified for employment,
7. To enlist the cooperation and assistance of all State and local governmental officials in the attainment of the objectives of the State Council.

The Council, when first established, consisted of 28 members--14 whites and 14 Negroes. Governor Moore has increased the membership of the Council from 28 to 56 members consisting of 33 whites, 22 Negroes and 1 Indian. They are all men and women of stature coming from every section of the State from East to West.

You, of course, noted, that Governor Sanford established the Council by Executive Order and Governor Moore continued our work on the same manner. However, Governor Moore recommended that the 1967 General Assembly establish the Council as a Statutory State Agency. By the enactment of Senate Bill #77, the North Carolina Good Neighbor Council became an official State Agency on July 1, 1967.

The objectives and purposes of the Official State Agency continue the same as before. The membership of the Council has been reduced to 20 members. However, the Governor is authorized to appoint an Advisory Council of unlimited membership.

Local Councils

In addition to the State Council, there are more than 75 local councils throughout the State. The State Council has a close working relationship with all of these local councils.

The program of the State Council is a voluntary, low-pressure one. We have no laws to enforce.

Negro's Problems not Solved by Legislation

We should bear in mind that the race problem was not solved by the passage of the Civil Rights Act of 1964 nor by the Voting Rights Act of 1965. It is a problem that cannot be solved by legislation alone. In many respects, it is a long-range program that will require time, patience, tolerance and hard work.

The State's non-white citizens, one-fourth of our total population, 1,200,000, have a great impact on the socio-economic development of the State. Race relations will have a tremendous impact on the future development of every section of North Carolina.

1954-1964

In the history of race relations, the years 1954-1964 stand out as turning points. The intervening years may be viewed as a period of confusion and paradoxes. It was a decade of hope and promise for Negro Americans. Yet, it brought much frustration. In terms of the legal status of the Negro in the United States, it was a decade of phenominal change.

Progress in Race Relations

During the past few years, many North Carolinians have come to realize that a wide economic and educational gap separates a majority of our Negro citizens from white North Carolinians, and that in many cases our Negro citizens are consigned to minimum jobs, poor housing, inadequate food and clothing, and in general, to a substandard type of living.

No Opportunity for Negroes in Industry

The Negro, generally speaking, has not seen an opportunity for himself in industry. The result has been that the majority of qualified and better educated have sought governmental or professional jobs. Negroes who have the ambition and financial means to attend college, prepared themselves for the professions such as medicine, law, the ministry, education and social work. The better educated Negroes have been turned down by industry so frequently in the past that they became uninterested in even applying for such jobs.

Job Discrimination

Job discrimination is the most serious, single issue underlying the problems of the Negro. Vice President Humphrey has asserted that the nation must be as "ingenious" in pursuing job equality as some persons have been in trying to perpetuate discrimination. It takes persuasion, persistence and patience," Mr. Humphrey said.

Building Constructive Relations

Traditionally, there has been very little contact between business and the non-white community. Without contact, it is difficult to understand the motivations and actions of the Negro groups or individuals. Without contact, a personnel man cannot fully understand the Negro's attitudes and actions. A working relationship built on personal contact will prove profitable to both industry and the Negro community.

Employment Doors Open

Title VII, the Equal Employment Section of the Civil Rights Act, opens the employment doors to all people irrespective of race, creed, color, national origin or sex. All businesses now employing 50 or more are subject to the provisions of the Civil Rights Act. Next July the Act will be applicable to all business employing 25 or more. Yes, the employment doors are opening, but all too few of our Negroes, especially Negro youth, are not sure that they are open; consequently, they are slow to train and qualify themselves for these new job opportunities. We must, yes you counselors must through all available media get the message across that this is a New Day. That there are job openings for qualified people.

Industry, through its Personnel Department, should establish contacts with the Guidance Counselors of our educational institutions...Informing the Guidance Counselor of the opportunities available. The guidance counselor should establish communication with the Personnel Director of the business people in their community. Lindsey Merritt will, during this Institute, tell you of his experiences as a teacher working with industry.

With a favorable and understanding attitude toward the business community and a better knowledge of educational requirements, a Guidance Counselor will be better able to provide inspiration and direction to their students.

To the extent that a cooperative approach by business and school personnel can be made to result in a more precise and functional definition of the educational needs of young people in today's world of work; students, educators and businessmen alike would benefit.

Negroes are Moving Up the Job Ladder

Throughout North Carolina, in government and industry, Negroes are moving up the job ladder. A number of our larger industries adopted an equal employment policy prior to passage of the Civil Rights Act.

Many of our County and Municipal governments have adopted and implemented an Equal Employment Policy.

A survey of State Government revealed that of the State's 43,386 regular full time employees, 6,754 (or 15.6%) were Negroes. The survey revealed that in the non-traditional areas of professional, semi-professional, managerial and clerical work, Negroes represented a growing percentage of workers. Special commendation goes to the Paroles, Probation, Mental Health, Correction and Prison Departments for having employed capable, qualified and well-trained non-whites in high-level,non-traditional jobs. Mr. Merritt is working toward the employment of non-whites in many areas of State Government. We believe the time is not far off when there will be some non-white Highway Patrolmen and License Examiners. If you know of a Negro man, age 21 to 30, weighing 160 pounds or more, but not more than 210, who has at least a high school education, tell him to contact Lindsey Merritt, Employment Services Representative, the Good Neighbor Council.

Two years of college would better qualify the applicant for Patrol duty, because it is a rather rigid examination which is given each applicant. We are confident that the color line has been broken with respect to the employment of patrolmen.

My friends, we have made progress toward equal employment throughout North Carolina, both in government and business. However, we still have problems regarding the employment and up-grading of minority groups. Unfortunately, many non-whites are not motivated to industrial employment. Business is looking for not only qualified employees, it is looking for dependable people--people who can be relied upon to be on the job 40 hours per week. Managers have observed that in all too many cases non-white males want to work only 4 days per week--that is, if they are on the jobs on Monday, that they will not be there on Friday, or if they are on the job on Friday, do not look for them on Monday. Business is in need of dependable employees. If non-whites are to be up-graded in their job classification, they must be on the job five minutes before hand and stay on the job 40 hours per week.

The need is for teamwork, partnership and cooperation based on mutual recognition of personal worth, individual enterprise and excellence.

These are accomplishments in which we can all take pride, but there is much more to be done. The goal we seek is the training of youth for the jobs of today and tomorrow. The Vocational Guidance Counselors of the Raleigh-Durham, nine-county area have a wonderful opportunity to assist in this important program. The opportunities are all around you. This Institute will help provide you with the tools for the job ahead.

Governor Moore has said, "North Carolina stands on the threshold of an era of unprecedented prosperity in which racial discrimination has no place."

In conclusion, let me emphasize two things:

First, there is no place for the extremists in North Carolina whether they be extreme Rightists or Leftists.

Second, that we expect to have Law and Order in North Carolina.

Plans for Progress.
Eugene S Rowan, Adminstrative Director, Plans For Progress, Washington, D. C.

I am happy to speak to this meeting today and wish to thank Dr. Perry and Mr. Coltrane for their invitation. Judging from the comments made to me yesterday, the Institute is certainly being well received.

Plans for Progress is a voluntary effort by the leadership of American business and industry to aggressively promote and implement equal employment opportunity. Plans for Progress grew out of the President's Committee on Equal Opportunity which was revitalized in 1961. In 1965 we were granted separate recognition of Executive Order of the President and received administrative support (broadly speaking, office and travel expenses) from the Secretary of Labor.

Our member companies take the initiative by carrying out affirmative action policies and projects to end discrimination and increase job opportunities for minorities. Working individually and together, member companies carry out a wide variety of programs involving community, as well as inplant action, so that American business can contribute to the solution of a major national problem and implement the concept of a fair chance for all.

One of the great strengths of Plans for Progress is that it is a voluntary program dedicated to direct action on a broad front to make job opportunities available to all Americans regardless of race, color, creed or national origin. Our membership today stands at approximately 370 companies which employes 9 million people.

Currently, the Plans for Progress staff is made up of 8 men, including the Administrative Director. They are on loan for a period of one year from their companies which continue to pay their salaries and benefits. The staff reports to an Advisory Council of 25 top level executives from member companies whose chairman is currently Charles Spahr, President of the Standard Oil Company of Ohio. Vice President Humphrey, Secretary of Labor Wirtz and Hobart Taylor, Jr., Director of the Export-Import Bank, are all members ex officio of the Advisory Council.

I would like to briefly cover with you some of the major programs that Plans for Progress has been involved in over the recent past.

Things are Changing -- This is an institutional advertising program now in its second year which was developed in cooperation with the Advertising Council and funded by the Ford Foundation. Its purpose is to provide motivation to minority youth to get the skills necessary to obtain employment.

It has received and is receiving widespread radio, TV, magazine, newspaper and transit display coverage. The TV presentations are in interview from with the interviewees being employees of Plans for Progress companies in a variety of jobs. The other formats have been developed from the interviews. Over 250 Plans for Progress companies submitted biographies and pictures of minority employees for consideration. From these, the Marschalk Company, the volunteer advertising agency, selected 16 on whom the campaign was based. The program recently received national TV exposure as part of a news report on CBS's Walter Cronkite show. The Advertising Council anticipates that the dollar value of donated time and space should exceed the estimated $4,090,871 contributed last year. The Advertising Council shortly will publish a local action kit which contains all the material necessary to implement this campaign locally. I will send one to Dr. Perry and to all the other Institute directors.

Community Councils for Merit Employment -- This is one of our most important activities. Our Advisory Council recommended that we do everything possible to foster the establishment of local merit employment councils which ideally should operate as a local version of Plans for Progress. The purpose of course being to devise activities to attack the employment discrimination problems which obtain in any given community. We have felt for some time that the local community is where the jobs and the action are and that each community should be able to tailor programs that suit local needs. Of the 70 councils in 32 states which exist today, about 35 have come into existence with the assistance of Plans for Progress or its members. Twenty Councils have been formed so far this year. This activity appears to be catching on since we have lately received inquiries from a number of communities seeking to form such councils even though no contact was initiated by us.

Manpower Programs -- There is a wide spectrum of public and private manpower programs abroad today and Plans for Progress has always tried to keep its members informed in this area. To this end, and with the cooperation of the Department of Labor, Department of Health, Education and Welfare, and the Office of Economic Opportunity, a series of Manpower Training Resource Seminars were launched last year. These were designed to make the business community aware of the government manpower programs available and how companies could go about participating. When the Labor Department announced its Concentrated Employment Program earlier this year, which is designed to employ the so-called "hard-core" unemployed in 22 states and 4 rural areas, we agreed to help foster business cooperation and temporarily postponed continuation of the manpower seminar program. Many of the manpower programs are good, but are either poorly presented to the business community or are sometimes in the hands of people who lack the talent or the motivation to gain business support.

A continuing program is therefore one of attracting business support to make these programs viable.

New Members -- Our Advisory Council through its Program Extension Committee, has recommended that the recruiting of new companies be emphasized. To this end, a meeting was conducted on May 23, 1967, at which 47 of the major banking institutions of the nation were represented. The Vice-President was the featured speaker. As a result of the meeting so far 34 banks have joined Plans for Progress or have expressed an interest in joining with us.

Information Newsletter -- This is a monthly publication sent to all member companies and in such quantities as they might designate. It is also sent to a variety of government agencies, private organizations, educational institutions and interested citizens. It is our main communications vehicle and has a monthly circulation of about 6,000. Through this we try to keep members informed as to such things as manpower programs, private and governmental activities of member companies, news of Plans for Progress programs and related information.

College Relations Conference -- For the past three years, an Annual College Relations Conference has been held; two in Washington, D. C., and in Atlanta. Industry registrants have been charged a fee sufficient to cover the costs of registering enrolees from predominantly Negro colleges who typically were the President, Placement Director and/or Dean of Students. The number of registrants have averaged in the neighborhood of 350. This has been a vehicle for acquainting the colleges with the problems of industry recruiters and vice-versa.

Annual Conference -- This is our big meeting of the year. Last January, close to 500 industry representatives attended, plus about 100 from government and interested private organizations. The program which ran from a day and a half featured presentations from five mayors, three civil rights leaders, a U. S. Senator, two agency heads, five workshops and a banquet address from the Vice President. In addition, the group was addressed by the President of Pepsico, Inc., and the Chairman of Aetna Life and Casualty Company. We polled the attendees after the conference was over and were heartened by their enthusiasm for this meeting.

Regional Conference -- In November of last year, a two-day combined Regional Conference and Manpower Development Seminar was held in New Orleans sponsored by Plans for Progress and the Greater New Orleans Voluntary Equal Employment Opportunity Council. This conference was attended by almost 300 participants, representing 128 companies and 13 private and government agencies. In past years, other regional conferences have been held with success in Dallas, Texas and

San Francisco, California. These conferences are useful vehicles for bringing the activities of Plans for Progress to participants who for one reason or another are unable to attend the National Conference.

Vice President's Task Force on Youth Motivation -- This is a group of 237 minority executives whose time and services have been donated by member companies to demonstrate to minority youth that opportunities exist in business for those who will stay in school and get the necessary skills and education. Last year, various members of the Task Force visited 70 predominantly Negro colleges and in assemblies, seminars and informal "bull-sessions" reached an estimated 70,000 students. They talked to these students about such things as their companies and the jobs they hold, interviewing for a job, educational requirements and job opportunities. This past Spring, larger teams of about 10 per team, have visited 8 colleges and so far 35 additional colleges have asked them to call in the Fall.

A local version of this program is currently doing much the same thing in junior and senior high schools. In the case of these programs, which have been styled "Living Witness" programs, Plans for Progress companies provide minority employees to visit inner-city high schools. In some cases, the "Witnesses" have not only spoken at assemblies and visited classrooms for question periods, but have met with PTA and other parent groups, as well. Over the last two years approximately 700 employees have participated in programs at more than 200 schools. It is estimated that more than 53,000 students have been reached in these sessions.

In response to a suggestion from the Advisory Council early this year, our companies, as a particular twist to the Vice President's Summer Job Program, were asked to earmark a number of jobs for students of predominantly Negro colleges. We felt that this would give credence to the presentations from Task Force members and aid in closing the credibility gap which exists on many campuses, but which is particularly marked on Negro college campuses. Plans for Progress companies listed over 2,000 jobs with us and master lists of jobs by state, city and company were sent to 87 placement directors. We hope that with an earlier start in the Fall of this year and the resulting better lead time, we can improve on the program for next year.

The program to which I would like to address the greater portion of my remarks today is the Vocational Guidance Counselor Institute of which yours is one. Our member companies and other interested local businessmen will be sponsoring these institutes in 21 cities this summer. In addition, we hope to launch several Fall and Spring programs.

This is a program for updating the knowledge and skills of guidance counselors employed for the most part in inner-city schools and is normally directed by someone from a local university who plans with business' assistance, curriculum seminars, lectures and meaningful plant tours which are designed to better acquaint counselors with the skills needs of industry and the opportunities which exist in the world of business. The Institutes are financed jointly by a grant from the Economic Development Administration and contributions of companies, nationally and locally. The programs are designed locally and usually run from 1-6 weeks in duration. Ideally, the participants from each school are an administrator and teacher, as well as the vocational guidance counselor.

History: 1964 - Wayne State (Experimental)

1965 - 10 cities

1966 - 17 cities

1967 - 21 cities (Summer)
3-4 cities (Fall)

In his evaluation of the 1966 Institutes, Dr. Theo Volsky, of the University of Colorado, reported:

> ". . .we are convinced the Plans for Progress Vocational Guidance Institutes represent the most effective change agent we have encountered in this area of endeavor."

Dr. James Bryant Conant in a report to the Board of Overseers of Harvard University in 1943 said:

> "The primary concern of American education today is not the development of the appreciation of the 'good life' in young gentlemen born to the purple. . . . Our purpose is to cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free."

This nobly stated goal is almost 25 years old and I wonder how much closer we've come to it in a quarter of a century.

It might be that we're here because our pace in reaching such a goal has been glacier-like. It's also possible that our presence represents dissatisfaction with the way things have been and a determination to change them. We are becoming involved and that is truly important!

That is what Plans for Progress and these Institutes are all about.

You are all to be congratulated for running this program. I am sure you know being involved is a rewarding process. John Donne, the medieval philosopher-poet set forth the dimensions of human existence when he said:

> "No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me , because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee."

The State Employment Scene - Services Offered

Charles R. Stone, Employment Technical Services
Supervisor, Employment Security Commission

Since you probably haven't had much time for it during this course, would it suit you to "let's talk shop" for a bit? To open the discussion, I should like to comment briefly on several counseling topics from the ES viewpoint:

1. The use of tests in counseling, as compared with their use in placement

2. The role of the counselor in job placement

3. How to get employers to be "more realistic" about minimum job requirements--and if time permits, perhaps the most important topic:

4. How to tell the Counselor from the Coach.

We in Employment Security in North Carolina have a total of around eighty full-time Employment Counselors, and a number of Interviewers who do counseling part-time. Our concern is limited to employment counseling. This means that our counselors do not provide educational guidance for college-bound students.

As for counseling techniques--we use most of the approaches currently used by other vocational counselors; and as you do, we constantly seek better ways of counseling. Currently we are doing some work with group counseling. We are far from satisfied with existing techniques of counseling. By intelligent experimentation we hope to improve the quality and effectiveness of counseling. We are not afraid of asking whether counseling is worth what it costs. (How,indeed, do you go about a cost-value analysis of counseling?)

The biggest problem confronting us at the moment is, How to motivate the so-called disadvantaged, or the "formerly excluded"? This is a group on which we are now concentrating.

How to motivate them to come to our offices at all--how to persuade them to see the Employment Counselor--how to interest them in taking various aptitude tests that would help--how to persuade them to enroll in training even when an allowance is paid--how to get them to accept and keep jobs after they complete training--. To the typical "middle class" counselor, white or Negro, the motivation of the disadvantaged reamin a mystery.

To help alleviate their problems, the Employment Service is now vigorously encouraging employers to reexamine the academic prerequisites they have set for so many non-academic jobs. Many unskilled jobs do not really require a high school diploma. The mentally retarded worker is happy with jobs that high school graduates get bored with. Some progress is being made in getting employers to review job requirements.

Next, the matter of aptitude tests. We have one basic test battery, the GATB, but we use it in two ways. It can be used in (1) selection, and (2) in placement. Selection means screening out people who do poorly on a test, because the test is a good predictor of chances of success. Our placement interviewers have the task of sending employers people with the qualifications necessary to do the job. For trainees, aptitude and motivation are the critical factors.

The other use of the GATB is in counseling, which is primarily to help the individual. Here the question may be: Of these six hundred jobs, which ones could you do best? (On the other hand, the employer is asking: for this one job, which of these ten applicants would be best?) In counseling, we use tests to help the inexperienced applicant make a quick survey and estimate his chances. Which of these hundreds of jobs could he do best, considering his individual aptitude profile?

As we use them in counseling, tests don't look like such terrible monsters. In counseling, the purpose of testing is only to help the counselee.

We believe that testing--particularly the multi-factor test, such as the GATB, which has been validated for hundreds of jobs--we believe that such tests can help both the employer and the applicant.

For a single employer, for example, the GATB may have norms for 8 or 10 entry jobs. Validated norms. It is thus a question of which ones of these 8 or 10 jobs to put the applicant into, not whether to hire him at all. It is a bad thing to keep a man out of any job, but not, we believe, to give him a wider choice of more suitable jobs.

As we get applicants to understand that tests really open more doors than they close, the irrational fear of "the test" may gradually abate. After all, aptitude tests are not allowed to fail more than 20 or 30 per cent of the applicants for a given job.

This is not to say that present tests are perfect, or that they are always used in the right way. The U. S. Employment Service is now completing research on a new version of the GATB, a completely non-reading battery which, it is hoped, will be as good a predictor as the GATB has been.

I'd like to mention also that the U. S. Employment Service is developing new types of achievement tests. They will have job norms rather than grade norms. These new achievement tests will be designed to be more acceptable to adults. The purpose is to find out what levels of proficiency in arithmetic and reading are actually needed for satisfactory job performance: perhaps, 12th grade level is not required; 6th grade might be enough. We are even studying typing requirements in the same way.

In conclusion, on the subject of testing, I would say that Employment Service practice conforms to the guidelines on testing issued by the Equal Employment Opportunity Commission. We commend these guidelines to employers.

Next, a word about a new development in our cooperative high school program. In some high schools, the Employment Service and the school together administer the GATB to the entire 11th grade. The Employment Service furnishes the test administrator, the school provides test monitors, who may be teachers, teacher aides, or seniors. The Employment Service lends test books and equipment. The school purchases its share of test answer sheets for the college-bound group. Under this joint arrangement for sharing personnel and equipment, the school can provide educational guidance for the college-bound in the 11th grade, based on the GATB as a predictor. And the Employment Service, by beginning in the 11th grade rather than the 12th, can do more effective work with those who will be seeking employment or vocational training when they graduate.

Some of you have heard, I'm sure, that the GATB can be given in the ninth or tenth grade, and that schools can obtain the GATB for their own use in the early high school grades.

Although our National office encourages release of the GATB for ninth and tenth grade use by schools, we oppose this in North Carolina. I'd like to explain why.

First, in a pilot project in 1965-66, releasing the GATB to counselors in seven high schools, we found that the counselors did not make use of the GATB while they had it. Second, Miss Kathryn Ray, State Guidance Supervisor, agrees with us that this type of testing in the ninth or tenth grade may be undesirable. It may lead to premature vocational choice at an age when exploration should be continuing; to widen horizons. Specific vocational training can be delayed to post high school; and should be, according to a report I have just been reading by the United States National Commission on Technology, Automation, and Economic Progress (1966). Our third reason for opposing use of the GATB below the eleventh grade is a technical one, and the problem so far appears to have no solution. I refer to individual differences in rates of maturation in the lower high school grades. Individuals differ widely from each other in the way their aptitudes develop. In the ninth and tenth grades, growth is still going on, and it is very individualized, very uneven; seriously unpredictable. Maturation curves do not definitely level off and stablize until the eleventh grade. There is no way to tell how much a given individual's aptitude growth rate will change during the ninth or tenth grade. Some will peak in the ninth, and may show a relative decline by the twelfth. Others may continue to grow rapidly during the ninth and tenth. Others will grow, but more slowly. Until a technical solution to this problem has been found, we are discouraging any further interest in the GATB for ninth and tenth grade use, and will not agree to release the battery for this purpose. I might add that this technical difficulty on maturation also argues against using the GATB in selecting for the school-work programs such as DE and ICT, since these students must be selected in the tenth grade. Our national office psychologists still say that any student tested in ninth or tenth grade with the GATB should be retested in the twelfth grade to obtain results for use in counseling.

Next, how to tell the counselor from the coach, or what responsibility has the counselor for job placement? We don't believe our counselor has any business in job placement--for many reasons. In the Employment Service, we want job referrals to be made by placement interviewers, not by counselors. For one reason, the placement officer is in a judgmental role. If the counselor is seen in a judgmental or gate-keeper role by the counselee, the counseling relationship is changed, perhaps destroyed. You may still be a kind of friend and helper, or coach; but if you are recruiting for a particular employer, or trying to fill certain vocational classes, or trying to keep graduates from leaving North Carolina, your counseling may be biased despite your best intentions. For this reason we don't want our own counselors directly involved in job placement. If graduates want to leave North Carolina, it isn't the counselor's place to persuade them not to go. We see the entire world as a place to look for jobs. Our counselors look as far beyond the local job market as they can see.

Information about local job opportunities is good, but you short-change your client if you don't widen his horizon. If the counselor becomes a recruiting agent for local employers, he may be performing a valuable service for these employers; but he should use some other title than Counselor, possibly coach. While there is urgency in the placement task, we in the Employment Service are more and more convinced that direct participation in placement is incompatible with the role of the Counselor.

Another sizeable Employment Service effort is to bring job requirements more in line with the qualifications of certain applicants who were formerly excluded from consideration.

That is job re-structuring, or job re-engineering, job dilution, job breakdown. During World War II a great deal of job simplication was done. For example, instead of all-around machinists, employers used machine operators for different machines; this reduced training time and utilized less skilled workers. Now, effort is again being made to interest employers in separating out the tasks in jobs that don't require professional or highly trained workers. The Employment Service can provide technical assistance to employers who are interested in restructuring their jobs. With the cooperation of industry, our Occupational Analysts can go in and study the jobs and determine what tasks could be done by less well-trained workers.

In conclusion, I might say that it appears to me that we are all engaged in working on one of the biggest manpower problems ever to face a civilization. Technology's advance is relentless. The counselor's task is to fit individuals into reasonably satisfactory slots, and keep them from being utterly crushed in the machinery. Hopefully their concern will remain more for the individual than the machinery.

Luncheon Comments
Robert W. Goode, Administrative Coordinator,
Plans for Progress, Washington, D. C.

The thing to keep uppermost in your mind as you consider any follow-up projects, I might toss forth, is that you are in a better position to judge what is necessary and what is possible for your own school system, for your own students. Therefore, I trust you will exercise your imagination on the following list of examples and mold them in _your_ classroom or _your_ counseling or _your_ school system.

Identify potential dropouts for enrollment in school-work experience programs in which part-time work will relate present studies to future possibilities and earnings. Learn and earn.

Act as the catalyst to bring together the businessmen and the administrator--be he superintendent or curriculum designer who can begin to update irrelevant vocational curricula.

Enlist the direct, personal aid of interested industry representatives for counseling potential drop-outs.

Start a Career Club for the non-college bound student. Such clubs have endless possibilities for exposing youngsters to the world of work. Two possibilities I would concentrate on are:

1. Field trips and speakers--similar to the ones you will benefit from during the VGI. Emphasize work and workers, not product.
2. Discussions and illustrating through role playing or lectures by recent grads working in business, of the things you and I consider elementary requisites for success in business and industry--grooming, appearance, interviews, telephone technique, basic social skills, taking tests, and filling out forms and reports.

Using recent grads in dealing with present students is a potent technique for motivating and informing kids. (Vice President's Task Force on Youth Motivation). Such student assembly programs can encourage students and enhance the counselor's image.

Of course many of the projects are better carried out through a team effort--and note that very few of them can succeed without business and industry cooperation.

One very important project is the creation of a means or mechanism for informing the school system of the current requirements of the job market or at least letting the children know what the best possibilities are. Now this can and should be done informally through the contacts you establish with businessmen as a result of the VGI, but perhaps this relatively informal communication could be supplemented in a systematic, efficient manner.

Another practical and extremely important suggestion is that each of you take a long critical look at your entire method and approach to counseling. See if you want to insert some changes in your counseling practice in 1967-1968, as the result of the knowledge and attitudes gained this summer.

You might want to establish a meaningful relationship with the parents. You could visit in the home, you could hold a parents meeting in the school in the evenings to which the parents of your counselees would be invited. Perhaps they need to understand better about the various curriculums offered and what they can lead to, perhaps they need to be informed that there are job opportunities for their children today that did not exist for them yesterday. Perhaps you need to be informed about their views on life, about their jobs, about their backgrounds.

If your area is like other areas of the country, you are experiencing a proliferation of Jr. Colleges and two-year schools. It might be worth the time and effort to:

1. Survey them for course offerings and course context.
2. Survey their curricula for responsiveness to employer needs.

In other words, find out what they have to offer to your graduates.

One other important point: Even though there is no limit to the effect you may have on your children, the effect of three concerned and committed counselors is three times as good, obviously, because they can reach three times as many children. I am suggesting that one of the biggest jobs you might tackle this fall is communicating your commitment and concern to fellow educators down the hall from you, around the corner from you, in the principal's office. For two heads are usually more effective than one--if they are both moving in the same direction and a concerted team approach will usually have a greater effect, particularly if the problem under attack is part of the system.

Because in the final analysis--it is not what you know or how you feel that counts in this struggle, but what you do with what you know, i. e., how well do you apply your knowledge and how you translated your feelings into actions.

We are convinced at Plans for Progress that this program is meaningful, significantly so from last year's evaluation by Dr. Theodore Volsky of the University of Colorado. Now this year we want to get a fix on what are the specific outcomes and concrete gains resulting from this attitude change.

And when the storm of racial strife is over the question--which each person will have to answer for himself, although I suspect our children and grandchildren will ask us directly--what did you do during that period of strife? Whom did you aid? How did you help?

APPENDIX E

Individual Evaluation Sheet

Name:
School:
Local Address:
Age: Full-Time Counselor: Part-Time Counselor:
Other:
Do you have your counselor's certificate?
If not, what do you lack in completing your certificate?

1. What single experience in the entire two weeks has been the most meaningful to you?
2. Identify the three most valuable speakers or single participants during the Institute and explain why you consider them so.
3. Identify the three most valuable panel discussions during the Institute and comment on their contribution.
4. Identify the three most valuable group discussions during the Institute and comment on their contribution.
5. In your opinion what can industry and business do to help you in your counseling and placement of students?
6. What can you as a counselor do for industry and business? Please be specific in regard to your counseling situation.
7. What was your reaction to the tours? Please comment. What three experiences on the tours were most meaningful to you?
8. What are your suggestions for improving future Vocational Guidance Institutes?
9. Comment on the industries which provided the most meaningful experiences for you. Please comment on all industries visited.
10. What contribution did the small group activities make to the Institute as a whole? How could the group activities be improved?
11. What changes will you make in your counseling activities as a result of the VGI? What specific new knowledge have you acquired about minority groups and about business and industry?
12. Do you think the Institute would have been more effective if all members had been in residence in Chapel Hill for the two-week period? Explain.

13. What is your reaction to the length of the Institute and the number of activities involved?
In your opinion, what would be the ideal number of participants?

14. Please list at least five headings under which we can organize material for our final report. List more headings if you can suggest others.

15. If you have other comments or suggestions regarding the VGI, list here.

APPENDIX F

Group and Individual Projects and Progress Reports

Group A Project:

Purpose: To become an informed, responsible and productive citizen should be the goal of every youth. A brochure will be prepared in cooperation with the Durham area business and industry to acquaint youth with job opportunities available in the Durham area and to help them make sound vocational choices.

Brochure Content: Job opportunities will be compiled on separate removable sheets within the brochure for each business and industry with the company's name and address, the name of the personnel manager, nature of the business and jobs in the firm. Businesses will include pictures of work areas and personnel at work. Data will be placed in an attractive folder.

The Durham area firms participating in the sponsorship of the Vocational Guidance Institute will form the nucleus of those firms contacted. Other businesses and industries including those which have participated in the cooperative work programs of the two school systems will also be contacted.

Responsibilities: Durham County and Durham City School System will furnish approval, leadership, and responsibility for financial and other support. Participating business and industry will provide job listings with back-up information based upon format to be agreed upon. Group A of the Vocational Guidance Institute will furnish the organization for necessary contacts with business and industry and for completion of the brochure. Mrs. Harriet B. Childs, Mr. J. M. Deeds, Mrs. Johnnie B. McLester, Miss Nezzie V. Carter, Mrs. Betty J. Merritt, Mrs. Viola E. Pindle, Mrs. Elizabeth T. Taylor, Mr. Ralph Tood, and Mrs. Ann W. Jones.

Group B Project:

Purpose: Our experiences these two weeks have led us to feel that there is a definite need for us, as counselors, to enhance the climate of cooperation between school, industrial and business personnel so that we may better serve our students who will enter the world of work upon leaving or completing their high school careers.

We propose that Group B organize counselors in the City of Raleigh, Wake County and Johnston County for a visitation program to two industries. They will then devise means of distributing information acquired to students and teachers.

In addition a concentrated effort will be made to foster closer relationships with minority groups, employment officials and industry.

Procedure: Committees will contact and arrange for visits to Wake Memorial Hospital and Southern Bell and Telegraph Company. One visit is to be made in the fall and one in the spring.

Members of minority groups who are gainfully employed will be invited to participate in group guidance sessions.

Representatives from the Employment Security Commission will be invited to acquaint students with its screening and placement services.

Industries and businesses will be invited to participate in Career Programs.

Industry and business will be supplied with a list of graduates who do not plan to attend college.

Information obtained from the tours and other sources may be distributed in the following ways:

1. Create a bulletin board display of occupational materials secured from tours.
2. Invite personnel managers and other representatives from facilities toured to visit schools and talk to student groups.
3. Survey student interest and arrange for students to visit facilities.
4. Share information with administrators, teachers, parents and students.
5. Learn employment policies and practices of businesses.
6. Secure application forms, if available, and conduct job interviews. These may be conducted through role-playing.
7. Survey communities for similar employment opportunities.
8. Encourage teachers to relate courses to careers offered in their respective areas.
9. Record observations which may improve subsequent tours and share observations with other counselors.

Anticipated Results: A more conscious role for us as counselors toward our responsibility in helping members of groups.

Greater cooperation between school personnel and parents in our respective communities.

Closer communication with industry and business.

Better prepared and informed students, especially those entering directly into the world of work.

(Mrs. Mitchell Lawrence, Mrs. Arletha G. Freeman, Mr. William Knox, Mrs. Nancy Willis, Mrs. Mary Johnston, and Mrs. Lillian Sandling)

Group C Project:

Purpose: The placement of students is one of the main functions of guidance. The college-bound student needs assistance in placing himself at this level. Equally important, the student who does not choose to continue his education beyond high school needs assistance in job orientation and placement. With the knowledge that the majority of the high school graduates in our area enter the labor market upon graduation, we submit the following objectives:

1. To gather information about the local job market that would be of value to our students, more specially, what entry jobs are available to a person with a high school education or less.
2. To determine where job opportunities most frequently occur.
3. To determine the types of on-the-job training provided and the length of time this involves.
4. To determine the special aptitudes needed for available jobs.

Procedures: A letter explaining the project will be sent to all businesses and industries who participated in the Vocational Guidance Institute.

Through the use of a questionnaire, firms who participated in the V. G. I. will be surveyed to determine entry job opportunities in this area for high school graduates.

Findings will be distributed to all Institute members.

(Mrs. Madge M. Avent, Mr. Leroy E. Borden, Miss Luna Byrd, Mrs. Hattie H. Ellis, Miss Laura Blanche Gay, Mr. Roger E. Holloman, Mrs. Ann W. Jones, Mrs. Dorothy H. Rinne, and Miss Eva Thomas)

Group D Project:

Objectives: Since only an average of one-fourth of the students in our immediate areas go on for further education beyond high school, we need to become familiar with the industries in Franklin County and surrounding areas in order to advise students of the opportunities available. We propose to:

1. Determine the number and variety of employment opportunities available in the local labor markets.
2. Become familiar with the personnel directors in these industries with their hiring policies.
3. Accumulate information to be used in improving counseling and placement services for our students.
4. Discover the facilities now used by youth to find employment and to determine where they find employment.
5. To acquaint industry and business with the potential to be found in our high schools.

Methods: (1) Survey forms; (2) Personal interviews; and (3) Field trips.

Anticipated Outcomes: A list of firms and industries where students are working.

More effective vocational counseling.

A Vocational Guide for occupations in our area.

(Mrs. Billie C. Carver, Mrs. Edith Jackson, Mr. John Knox, and Mrs. Marjorie G. Leonard)

Individual Projects I:

Introduction: Many school dropouts have unnecessarily narrowed their world and restricted their potential growth. The major waste, from a "career skills" viewpoint, may lie in the possibility that a potential machinist or draftsman may be obliged to take an unskilled job because he deprived himself of the schooling that his native ability warranted. Believing that many school dropouts represent a serious loss of skilled and unskilled workers, the members of this group propose to conduct a survey of dropouts from the Chapel Hill Junior and Senior High Schools during the school years 1964-1967.

Purposes: (1) To evaluate curriculum needs of students and the need for changes in course content.

(2) To get information helpful in counseling prospective dropouts.

(3) To determine the effect of school policies on the decisions of students to terminate their formal education.

(4) To determine if Chapel Hill dropouts follow any given pattern.

Procedure: (1) Mail a survey instrument to each dropout with a cover letter explaining the purpose and intended use of the information.

(2) Compile, tabulate and interpret data.

(3) Present findings and recommendations to the Superintendent.

(Mrs. Vivian Edmonds, Mrs. Juanita S. Floyd, and Mrs. Margaret M. Umphlett)

Individual Projects II:

Purpose: In order to acquaint youth with career opportunities in the Thomasville area, a brochure will be developed with the cooperation of the schools, industry, business and with the help of the two Chamber of Commerce in this area. This brochure will include career listings of jobs available in the Thomasville area. These opportunities are to be compiled on separate removable sheets, including the name of the business or industry, the name of the personnel manager, the nature of the business, and brief descriptions of the jobs available. Pictures of work areas and personnel will be included. All data will be placed in an attractive folder.

Development of the Project: Project will be approved by administrative officials of the schools.

The cooperation of the Chamber of Commerce and the Junior Chamber of Commerce will be sought.

Financial support will be sought from industry.

Participating firms will provide information after having been informed of the purpose and plan.

The elementary, junior high school and senior high school counselors will serve as a committee to implement the project.

Distribution: (1) Guidance Offices; (2) School and public libraries; and (3) Vocational classrooms.

(Mrs. Rose Schnopp)

Individual Projects III:

Believing that the only truly effective means of increasing the effectiveness in the areas of vocational counseling and job placement is in establishing a personal and direct relationship with the personnel officers of industry and business in the Wayne County area. I propose to ask for interviews with the personnel officers of these businesses and industries.

These interviews would serve the purposes of acquainting the personnel officers with me as a person and as a representative of my school.

During the interview I would try to inform the personnel officer of my duties generally and the duties of vocational counseling and job placement in particular.

I would try to present the view that the school desires to inform the company of its program of education, that the school wishes to know of the needs of the company, and desires to assist the company in ways mutually beneifical to the company and to the students of the school, especially in placing our students in jobs with the company and in making changes in our curriculum which might better prepare our students for employment.

Short, periodic follow-up conferences via telephone are planned to maintain communication.

Since there exists a loose-leaf notebook entitled, "Employment and Training Opportunities in Wayne County", no interview time would be devoted to information already available.

Emphasis will be placed on the problems of employment for minority youth.

(Mr. Roger E. Holloman)

Individual Projects IV and V:

Objectives: (1) To determine the number and variety of employment opportunities available for youth in the local labor markets. (Harnett, Lee, Cumberland, and Wake Counties)

(2) To locate the youths employed in these areas.

(3) To accumulate information to be used in improving counseling and placement services for students still in school.

(4) To discover the facilities employed by youth in finding employment.

Methods Used: (1) Survey forms were sent to all graduates of 1966 and 1967 who did not continue their formal training.

(2) With the help of members of the Guidance Committee at Shawtown School, visits are being made to the industries and businesses in the area.

Anticipated Outcomes: (1) Make a compiled list of industries in the area including their hiring policies.

(2) Compile a list of firms and industries where students are working.

(3) Make this occupational information available to students and graduates. (Mrs. Anyce McKee, Mr. G. D. McNeil, and Miss Ethel Williams)

PROGRESS REPORTS, November 17, 1967

Membership Present: Of the forth members of the Durham-Raleigh V. G. I. only eight were unable to come and two of these eight sent the Guidance Directors of their school systems. The other six members were either out-of-state or involved in programs in their school system on November 17, 1967.

Group Reports: Group A members have met with the Director of the Guidance Services in the N. C. State Department of Public Instruction and two members of her staff to survey all industries in the Durham area. This study will involve all vocational and guidance personnel in the city and county units. This is a pilot study and if successful will be duplicated in other sections of the state.

Group B's project as stated at the conclusion of the V.G.I. this summer was:

"...to organize counselors in Raleigh, Johnston County and Wake County schools for a visitation program to two of the industries sponsoring the Vocational Guidance Institute; ...devise means for distribution of information gained to our students and teachers".

Group B reported that on October 18, 1967 at 8:30 a.m., counselors, guidance directors and a few other school personnel met at the Southern Ball Office to begin our morning tour. Forty-nine of us from Raleigh City, Wake and Johnston Counties were graciously received by Mrs. Marstan and her staff. After coffee and doughnuts, we were divided into groups. Our guides showed to us each department of the industry and explained its operation in the City of Raleigh and surrounding areas.

Their liaison services with other industries throughout the country were explained to us. Employees at work were very cooperative in explaining to us the operation entailed in, and the importance of performing his or her occupation. This tour was informative and enjoyed by all.

Prior to lunch we reassembled for a discussion period with the Supervisors of the various departments. After this session we were honored with a "scrumptious" mean at the K and W cafeteria in North Hills.

For our afternoon tour, we were met in the lobby of Wake Memorial Hospital by Mr. Tuttle who invited our group into the Chapel for a briefing on job opportunities offered to persons at the unskilled, skilled and professional levels. Mrs. Boyette came in and gave us information on nursing and health career related occupations. Miss Rose Mary Jones from Holding Technical Institute joined them in relating information about training services available at Holding that would prepare interested persons seeking training for health service careers.

Again we were divided into groups. We were permitted to visit available areas of the hospital. After reassembling in the Chapel for a question and answer period, we went our separate ways. We had been enlightened, and we were enthusiastic about our visits and the information we had to take back to our respective schools.

Group C. devised a survey sheet and a cover letter and these were mailed to the 45 industrial participants of the V.G.I. Institute. Twleve responses were received. This information was tabulated and summarized, printed and distributed to Group C members.

Plans are in progress to devise another method of contacting these industries for the needed information for our survey. The results will be compiled and presented at our spring meeting.

Individual Reports

Report of Individual Project for the Vocational Guidance Institute, U. N. C., Chapel Hill, 1967.
Roger E. Hollowman, Southern Wayne High School,
Route 1, Dudley, N. C.

A personal working relationship has been established through visits to the plant, conferences with the personnel officer, and invitations to visit my school with each of the following businesses and industries: Mt. Olive Pickle Company, The Fedlon Corporation, The Murray Corporation, Hevi-Duty Electric Company, and Southern Bell Telephone Company.

Conferences and talks with the vocational departments have been given to inform them of vocational opportunities and needs of the area. Vocational teachers have participated in seminars initiated and chaired by me to discuss the special needs of minority youth. These departments include Internal Combustion Engines, Construction Industries, Drafting, and Carpentry.

Small group talks with all seniors and juniors have been given concerning vocational and educational opportunities.

All English teachers have participated in a seminar initiated and chaired by me on the topics of reading handicaps and the special needs of minority and disadvantaged students.

Activities from V. G. I. Project--Summer and Fall 1967

Edith Jackson and Marjorie Leonard, Franklin County

Students visited: September, October and November, 1967, Big Franklin Warehouse, Rowe Chev. Buick Company, Waccamaw Bank, Lousiburg Milling Company, Dean Farms, and Lousiburg Sportswear.

Teachers visited: September, 1967.

Eighteen vocational teachers from Franklin-Nash Counties visited Justice Manufacturing Company. The manager and owner discussed firing, hiring, and operating practices after he assisted in a tour of the plant.

Speakers in classroom: September, October, and November, 1967: Manager of First Federal Savings and Loan, Insurance Agent for Farm Bureau Insurance Company, Vice-President of Waccamaw Bank, and Employee of Bell Telephone in Raleigh.

Other contacts and projected plans-November 17, 1967:

1. A check sheet for students field trips has been devised.
2. Sterling Mill and Burlington Industry have been contacted about field trips.
3. Continue to visit plants and use speakers to learn more about jobs and occupations.

Career Opportunities for Youth in the Thomasville Area

Mrs. Rose A. Schnopp, Guidance Counselor, Thomasville, N. C., reports that since distributing copies of the project, CAREER OPPORTUNITIES FOR YOUTH IN THE THOMASVILLE AREA, to the two Chambers of Commerce Executives and their boards, Mr. Ricks and I have planned a field trip to two industries Tuesday afternoon, November 21. We have invited the guidance counselor from Junior High School, our CDE and ICT instructors, and two members of each Chamber of Commerce Board.

The Chamber of Commerce voted yesterday in their executive meeting to proceed with the plan of making a brochure entitled as above. The Industrial Relations Committee and the Educational Committee are combining efforts to see that the brochure is completed and distributed. Some 68 Thomasville Industrial firms will be involved. They recognize that this has value to them and to our youth.

We should have this ready before Career Emphasis days, March 13 and 14.

Project Report of Ethel P. Williams and G. D. McNeil

I. Objectives
  A. To determine the number and variety of employment opportunities for youth in the local labor markets. (Harnett, Lee, Cumberland and Wake Counties)
  B. To locate the youths employed in these areas.
  C. To accumulate information to be used in improving counseling and placement services for students still in school.
  D. To discover the facilities employed by youth in finding employment.

II. Methods Used
  A. Survey forms were sent to all graduates of 1966 and 1967 who did not continue their formal training.
  B. With the help of members of the Guidance Committee at Shawtown School, visits are being made to the industries and businesses in the area.

III. Anticipated Outcomes
  A. Make a compiled list of industries in the area including their hiring practices.
  B. Compile a list of firms and industries where students are working.
  C. Make this occupational information available to students and graduates.

Project Report of Mrs. Anyce McKee

Mrs. McKee, Counselor in Orange High School, Hillsborough, N. C. was a member of Group D and her project is similar to the project listed above. She has done a follow-up study of Orange High graduates, has visited industry, and has compiled lists of industries and job opportunities in Orange County.

Project Report of Edmonds, Floyd and Umphlett

We, three members of Group D of the Vocational Guidance Institute which was held in Chapel Hill, July 18-28,1967 submitted the following project: A SURVEY OF DROPOUTS FROM CHAPEL HILL JUNIOR AND SENIOR HIGH SCHOOLS-1964-67, to determine inasmuch as possible the reasons why our former students have dropped out of school. We planned to do this by sending a questionnaire to these persons and by having personal conferences with as many as possible. The survey of dropouts from Chapel Hill Junior and Senior High School will include the school years 1964-1967. The purposes for this project are:

1. To evaluate curriculum needs of students and need for changes in course content.
2. To get information helpful in counseling prospective dropouts.
3. To determine the effect of school policies on the decision of students to terminate their formal education.
4. To determine if Chapel Hill dropouts follow any given pattern.

The Superintendent has given his enthusiastic approval of our project and has encouraged curriculum studies for various areas of our school system. Efforts to improve the image of vocational education and to introduce the students to the world of work in a more realistic manner are underway. A unit of study of vocations has already been planned and outlined and will be implemented in the Civics classes (in cooperation with Language Arts classes) in the spring. Plans are being made to investigate the possibility of a cooperative vocational education program with neighboring counties. We are hopeful that the Chapel Hill schools will be encouraged and motivated to accept the challenge of meeting the needs of so many heretofore slighted students.

Progress Reports, May 10, 1968

Group A (Durham County and Durham City) met in the early fall and laid plans to make a survey of the participating industries of the Institute of last summer to ascertain the job opportunities in those industries for the youth of the Durham Area.

Developments at the State Department level delayed the actual contacts to be made by the members of Group A. Mr. John Knox and Mr. Richard Tucker of the State Dep't met with all the Vocational and Guidance personnel of both school systems and presented a plan for a survey to be made in the Durham area similar to the plans of Group A but more comprehensive.

The members of Group A met and decided that since each member would be involved in the survey introduced by the State Dep't and approved by both superintendents, the Group survey would be of little value.

Each member of Group A, along with all other Guidance and Vocational personnel, are now in the process of contacting all industries in the Durham Area. The results of the survey are to be tabulated and presented in a spiral-type binding.

This survey is also approved by the Personnel Association, the Durham Merchants Association, Raleigh-Durham Restaurant Association and the N. C. Employment Service, Durham Office.

Group B (Raleigh and Wake County) invited a group of 40 additional counselors to visit business and industries which were not visited in the Raleigh-Durham V. G. I. They hope to continue the visits to industry.

Group C contacted and visited some 40 companies in Raleigh, Wake Forest, Goldsboro, Durham, Wilson, Research Triangle Park, Smithfield, Morrisville and Elm City.

This group compiled information about the 40 concerns and listed the following information about jobs in these companies on Job Entry Survey sheets: Job Title, Special Aptitude Needed, Training, and Length of Training. Two hundred and thirty job opportunities in these 40 industries were listed in this survey.

Group D activities in Louisburg and Franklinton School - We have continued visiting industries in surrounding area including several in Raleigh; students made surveys according to survey sheet as presented in November; and, both schools have participated in making film strip of jobs in area. This was made in Introduction to Vocations classes and will be available from State Department of Public Instruction along with other jobs possibly before September, 1968.

A SURVEY OF DROPOUTS FROM CHAPEL HILL JUNIOR AND SENIOR HIGH SCHOOLS

Project Report
Individual Projects I
Vocational Guidance Institute

Introduction: Members of Individual Projects I of the Vocational Guidance Institute conducted a survey of three hundred dropouts from Chapel Hill junior and senior high schools during the years, 1963 through 1967.

Purposes: The purposes of this project were: (1) to determine, as much as possible, the reasons why students leave the school program prior to graduation; (2) to evaluate curriculum needs of students and need for changes in course content; (3) to get information helpful in counseling prospective dropouts; (4) to determine the effect of school policies on the decision of students to terminate their formal education; and, (5) to determine if Chapel Hill dropouts follow any given pattern.

Procedure: A letter, explaining the purposes of the survey, the questionnaire and a stamped, addressed envelope were mailed to the selected dropouts. Of the 300 questionnaires mailed, 162 were returned completed, nine were returned marked undeliverable, three were in the armed services, three had returned to schools in other communities and 129 did not reply. Responses were compiled.

Findings

1. Why did you leave school?

a.	financial reasons	20
b.	failure of subjects	24
c.	pregnancy	12
d.	family pressures	31
e.	teacher attitudes	47
f.	other	39

Typical comments: personal reasons; other kids much younger.

2. Have you considered furthering your education?

a.	yes	111
b.	no	6
c.	If yes, how?	
	1) returning to junior high school	0
	2) returning to senior high school	33
	3) trade school	0
	4) technical school	2
	5) correspondence or home study	1
	6) adult classes	0
	7) other	3

Typical comments: college, furniture packer/mover course, summer school, "I don't know"

3. In what way or ways could the school have better met your needs?

a.	offering different courses	27
b.	less difficult work	3
c.	special or individual help	83
d.	more special activities	52
e.	job counseling	4
f.	other	37

Typical comments: psychological counseling, better teachers, understanding teachers

4. In what grade did you:

	start thinking of dropping out?	drop out?
8	21	20
9	13	13
10	36	34*
11	41	43
12	12	12

*One person dropped out of tenth grade twice.

5. If you knew someone who was planning to drop out of school, would you encourage him to stay in school?
   a. yes----------101
   b. no----------- 2
   Comments: 1) a person has to find out for himself what he can or can't do; 2) depends on his reasons.

6. How did your family feel about your dropping out of school?
   a. glad--------- 0
   b. sorry--------120
   Comments: 1) beyond belief; 2) so they said
   c. didn't care-- 3

7. What are you doing now?
   a. working------------111
   Where? Ans. baby-sitter, construction, mvoing, store clerk, live-in-companion, carpenter's helper, cook, cleaners, out-of-town, no specific job, anything.
   For how long?
   One year or more---------19
   Less than one year-------93

8. How many jobs have you had since leaving school?

   None------------------------- 6
   1----------------------------44
   2---------------------------- 3
   3---------------------------- 2
   4----------------------------20
   5 or more--------------------27
   No answer--------------------21

9. If you are working or have worked, were you satisfied with your salary?

   a. yes---------79
   b. no----------32

   Typical comments:
   1) for the work I do it's worth what I get.
   2) enough to take care of my present needs.
   3) I started out above others (11th grade dropout).
   4) because payed (sic) more for what little I had to do.
   5) too little.
   6) because I can make more by finishing school.
   7) I am satisfied now but I hope to do better.
   8) because you don't have to work hard and make a pretty good salary.

Conclusions: Responses to items concerned with teacher attitudes and special individual help, along with comments added by many respondents, indicated that students attach paramount importance to unconditional acceptance and recognition as individuals. Human worth and dignity seem to take precedence over learning in the minds of students.

Only one respondent indicated that school policy preventing his returning to school.

Chapel Hill dropouts expressed strong appreciation for education and indicated the desire to further their education. Families of all dropouts were "sorry" they dropped out. Dropouts themselves would encourage students considering leaving school to remain in school.

In studying the cumulative records of the dropouts surveyed, no single pattern emerged, but rather a combination of characteristics were found to be present: low socio-economic status, poor scholastic aptitude, limited school achievement, emotional problems beginning in elementary school, difficulties in relationships with peers, parents and/or teachers. Few of these characteristics were in the extreme, but each dropout manifested one or more of them.

VOCATIONAL GUIDANCE INSTITUTE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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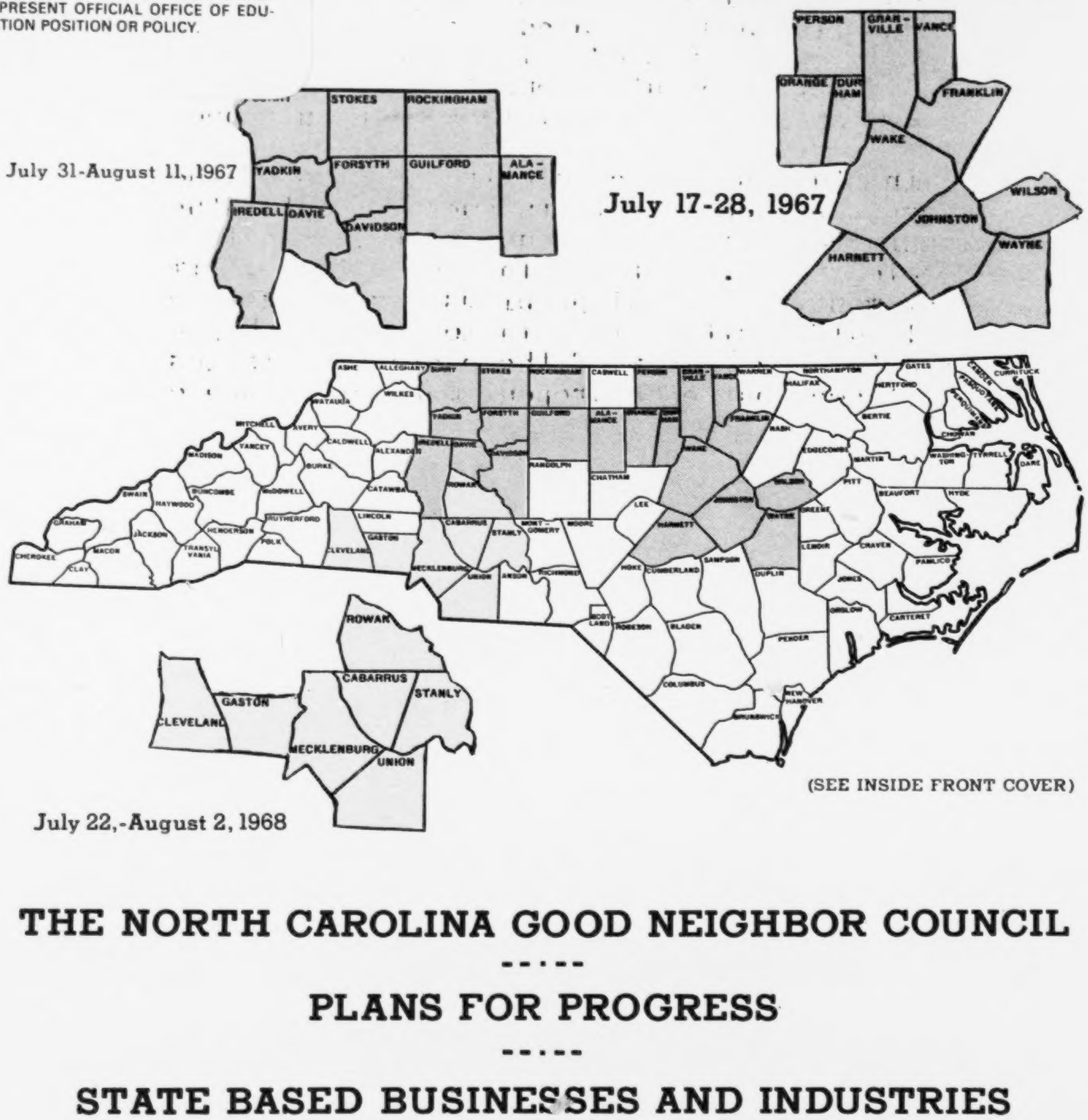
STOKES
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FORSYTH
GUILFORD
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IREDELL
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DAVIDSON
PERSON
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VANCE
ORANGE
DURHAM
FRANKLIN
WAKE
WILSON
JOHNSTON
HARNETT
WAYNE
ROWAN
CABARRUS
STANLY
GASTON
CLEVELAND
MECKLENBURG
UNION

July 31-August 11, 1967

July 17-28, 1967

(SEE INSIDE FRONT COVER)

July 22,-August 2, 1968

THE NORTH CAROLINA GOOD NEIGHBOR COUNCIL

PLANS FOR PROGRESS

STATE BASED BUSINESSES AND INDUSTRIES

Participating Industries And Businesses

Durham

AMERICAN TOBACCO COMPANY
BELK-LEGGETT COMPANY
CARDINAL PRODUCTS, INC
CENTRAL CAROLINA BANK AND TRUST COMPANY
CRUM AND FORSTER GROUP
DUKE POWER COMPANY
DUKE UNIVERSITY
GENERAL TELEPHONE COMPANY
HOME SECURITY LIFE INSURANCE COMPANY
KOPPERS CO., INC.
LIGGETT AND MYERS TOBACCO COMPANY
D. C. MAY COMPANY
MECHANICS AND FARMERS BANK
WM. MUIRHEAD CONSTRUCTION COMPANY, INC.
NORTH CAROLINA MUTUAL LIFE INSURANCE COMPANY
SEARS-ROEBUCK
SERVICE PRINTING COMPANY
NELLO L. TEER COMPANY
WACHOVIA BANK AND TRUST COMPANY
WRIGHT MACHINERY COMPANY
IBM

Raleigh

CAROLINA POWER AND LIGHT COMPANY
CAMERON-BROWN COMPANY
COLONIAL STORES, INCORPORATED
CORNING GLASS WORKS
FIRST CITIZENS BANK AND TRUST COMPANY
FIRST UNION NATIONAL BANK
ERWIN MILLS
NATIONWIDE MUTUAL INSURANCE COMPANY
THE NEWS AND OBSERVER
NORTH CAROLINA NATIONAL BANK
OCCIDENTAL LIFE INSURANCE COMPANY OF NORTH CAROLINA
PEDEN STEEL COMPANY
PEPSI-COLA BOTTLING COMPANY
PHILLIPS PETROLEUM COMPANY
ROCKWELL MANUFACTURING COMPANY
SOUTHERN BELL TELEPHONE AND TELEGRAPH COMPANY
SUPERIOR STONE COMPANY
STATE CAPITAL LIFE INSURANCE COMPANY
WACHOVIA BANK AND TRUST COMPANY
WAKE MEMORIAL HOSPITAL
WINN-DIXIE RALEIGH, INC.
CONSTRUCTION APPRENTICESHIP COUNCIL

Smithfield

SYLVANIA, INC.
FIELDCREST MILLS
SHALLCO, INCORPORATED
JEROLD CORPORATION
SHALLCROSS MANUFACTURING COMPANY
BURLINGTON INDUSTRIES

Wake Forest

SCHRADER INDUSTRIAL PRODUCTS

Cover: **July 31-August 11, 1967, UNC-G Based Institute** — 25 Guidance Counselors; 4 Principals; 2 Deans; 2 Attendance Counselors; 1 Director, Student Affairs; 1 Industrial Arts Teacher; 1 Social Worker; 1 Social Studies Teacher; 1 Sixth Grade Teacher; 1 IV Teacher; 1 Director of Secondary Education.

July 17-July 28, 1967, UNC-CH Based Institute — 32 Guidance Counselors; 1 Project Opportunity Counselor; 1 Supervisor of Guidance; 1 Neighborhood Youth Corps Counselor; 1 Technical Institute Counselor; 1 Employment Service Representative; 2 IV Teachers.

July 22-August 2, 1968, Planned UNC-C Based Institute.

This Institute is made possible by a grant from Plans for Progress, a nationwide group of Industrialists who have signed an Equal Employment Policy Agreement; a grant from the Department of Health, Education and Welfare; and a contribution from more than 40 industrial and business leaders from the Raleigh-Durham area. The response of the businesses of this area is most remarkable. We appreciate and commend these business people for their assistance and cooperation in making possible this Institute.

DAVID S. COLTRANE, Chairman
North Carolina Good Neighbor Council

VGI

VOCATIONAL GUIDANCE INSTITUTE
Raleigh - Durham Area — 1967
The University of North Carolina at Chapel Hill
July 17-28, 1967

WORKING TOGETHER FOR THE FUTURE

Pictured above are some sixty counselors, state officials, and business and industrial personnel as they take time for the photographer following a luncheon session on the campus of Duke University during the Raleigh-Durham based Vocational Guidance Institute cooperatively sponsored by Plans for Progress, the Good Neighbor Council, and some forty-odd North Carolina business and industrial firms.

The VGI was held last summer, July 17-28, at UNC-Chapel Hill. A similar VGI was held July 31-August 11 at UNC-Greensboro.

Foreword

This publication, an outgrowth of the 1967 Raleigh-Durham Vocational Guidance Institute, is intended to provide a vivid pictorial overview of activities relative to the VGI based on the campus of the University of North Carolina at Chapel Hill. Excerpts from various speeches, lectures and discussions are included, and at least one statement from each of the forty enrollees are represented herein. Remember, "some pictures are worth ten-thousand words."

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SECTION II Pages 6 - 11	FOCUS ON MINORITY YOUTH Upward Bound Students Speak
SECTION III Pages 12 - 23	INDUSTRY AND BUSINESS VISIT THE INSTITUTE The Counselor is Challenged Industry and Counselors Have A Common Cause State Agencies Are Concerned
SECTION IV Pages 24 - 33	THE VGI VISITS INDUSTRY . . . At Durham . . . At Raleigh . . . At Smithfield . . .
SECTION V Pages 34 - 45	VGI ENROLLEES LOOK AHEAD Group Projects Individual Projects
SECTION VI Pages 47 - 52	THE PROGRAM FOR THE RALEIGH-DURHAM VGI A Day by Day Schedule of Activities

The "VGI's"

Dr. W. D. Perry, Director, Professor of Guidance and Counseling, UNC; Marty Pierson, Business and Industrial Representative, Personnel Manager, Wright's Machinery; Lindsey A. Merritt, Employment Services Representative, N. C. Good Neighbor Council, Raleigh.

The Raleigh-Durham VGI Steering Committee

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Steering Committee Durham-Raleigh
Vocational Guidance Institute
Personnel Manager
IBM
Research Triangle, N. C.

DICK BINDEWALD
Director of Personnel
Duke University
Durham, N. C.

BOB BROWN
W. W. Holding Technical Institute
Raleigh, North Carolina

ROBERT S. HARRELL
Assistant to the Chairman, North Carolina Good
Neighbor Council

ED JARED
Personal Manager
General Telephone Company
Durham, N. C.

KYLE JONES
Durham Technical Institute
Durham, N. C.

LINDSEY MERRITT
Employment Services Representative
The North Carolina Good Neighbor Council
Raleigh, N. C.

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Personnel Manager
Nationwide Insurance Co.
Raleigh, N.C. 27605

MARTY PIERSON
Personnel Manager
Wright Machinery Company
Durham, N. C.

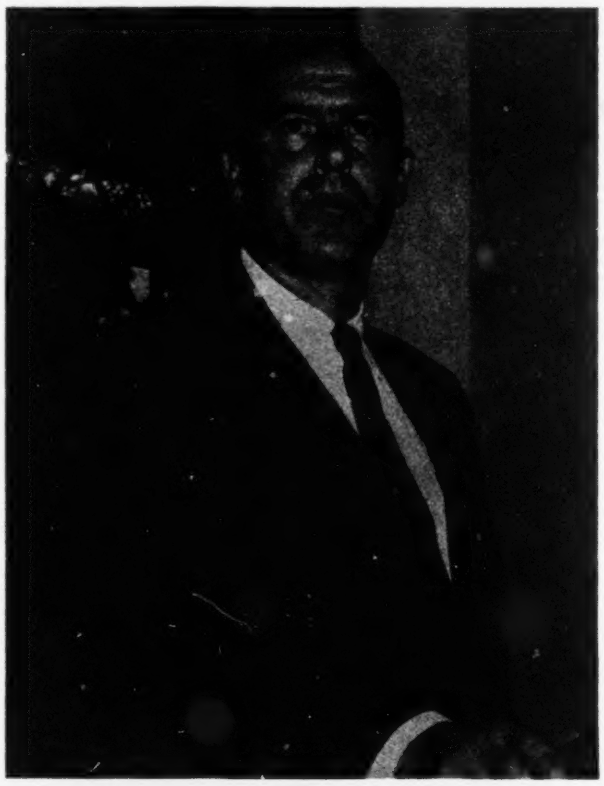
MILES RHYNE
Executive Vice President
Branch Banking and Trust Co.
Raleigh, N. C.

ROBERT SHOFFNER
Personnel Manager and Assistant Cashier
Wachovia Bank and Trust Company
Raleigh, N. C.

ASA T. SPAULDING, JR.
North Carolina Mutual Life Insurance Company
Durham, N. C.

ROBERT C. WHITLEY
Personnel Manager
Occidental Life Insurance Company
Raleigh, N. C.

What We Hope To Accomplish



I think that the attendees at this Institute have an opportunity to launch an attack on root causes of unemployment, disemployment and underemployment. You share an opportunity to rediscover each other for the benefit of your youth and ultimately for the benefit of your community. You are embarked on a quest to make education relevant.

The business community needs no longer wring its hands over the poor material coming out of our schools. The educational community needs no longer despair over educating youth for joblessness. You are in a partnership and we hope a fruitful one.

There is no great sin in making a mistake — the cardinal wrong is in repeating it.

Time after time in Dr. Volsky's report to us, he stressed the importance of follow-up and pointed out that the effect of the institute faded as personal contact waned.

The fascinating thing about these Institutes — and our hope for long-range pay-off—is what concrete action flows out of them. Some Institutes have led to much improved co-op programs. Others have led to such things as:

> Youth motivation in the sixth or seventh grade — before the youngster you're trying to reach has dropped out.
>
> Parental involvement in your motivation.
>
> Summer interne programs.
>
> Curriculum advisory committees from management and labor.
>
> More effective recruiting.

And of course the big pay-off: Jobs. Incidentally, this will be one of the results we hope to measure when we evaluate this year's Institutes.

If nothing else, we trust that these Institutes are eminently practical. Certainly we hope that those who are here from the educational community will go home armed with further knowledge about the skills that are needed for employment in modern industry. However, we expect too that they will be able to counsel students in the mores of job hunting — filling out an application blank, conduct during an interview, speech, dress, bearing and all the rest of those practical little hints that often mean so much in getting a job.

It strikes me that counseling youth is a terribly serious business fraught with all sorts of dangers. It's easy for us in industry to describe our skills and try to keep you abreast of our galloping technology. You, on the other hand, have the awesome responsibility of deciding whether the child across the desk from you should be persuaded to go on to college or go directly into the business world. I don't envy you your jobs.

EUGENE F. ROWAN, 1967 Administrative Director Plans for Progress

"The Equal Employment Section of the Civil Rights Acts opens employment doors to all people, but all too few of our Negro youth, are not sure that they are open; consequently, they are slow to train and qualify themselves for these new job opportunities. We must, yes, you counselors must through all available media get the message across that this is a **New Day**. That there are job openings for qualified people.

Industry, through its Personnel Department, should establish contacts with the Guidance Counselors of our educational institutions . . . Informing the Guidance Counselor of the opportunities available. The Guidance Counselor should establish communication with the Personnel Director of the business people in their community.

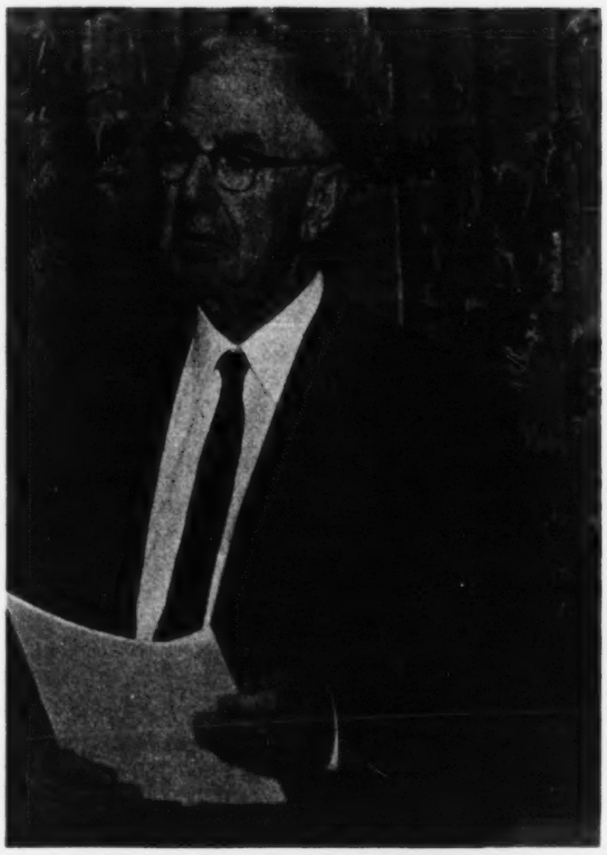
With a favorable and understanding attitude toward the business community and a better knowledge of educational requirements, a Guidance Counselor will be better able to provide inspiration and direction to their students.

To the extent that a cooperative approach by business and school personnel can be made to result in a more precise and functional definition of the educational needs of young people in today's world of work, students, educators and businessmen alike would benefit."

DAVID S. COLTRANE, Chairman
North Carolina Good Neighbor Council

This Institute is one of the few instances in which national, state and local community (including business and industry) have come together to solve our problems for your youth . . . The counselor must keep in touch with what is happening in the accelerating changes in the world of work . . . Observational experience is an ideal way to strengthen the relationship between industry, business and guidance services.

NORTON BEACH, Dean, School of Education, University of North Carolina at Chapel Hill



The basic objectives for the institute are: to increase the counselors' and administrators' knowledge about changing employment conditions and opportunities particularly for Negro and minority youths; to assist in the establishment of regular communications between school administrators, counselors, and industrial and business personnel; and to enhance the counselors' and administrators' understanding of the attitudes which "culturally deprived" youth have toward such matters as employment, education, family life, their place in society, and world beyond their experience.

LINDSEY A. MERRITT, Employment Services Representative, North Carolina Good Neighbor Council

The role of the counselor is two fold; to know the child and assist him to develop **and** to know as much as possible about the world of work. Everyone here has studied occupational information and has visited business and industry in the past. Every certified counselor has had at least one year of work experience. This has been useful, but the pace at which change occurs is almost beyond comprehension. We are all aware of this. It is especially gratifying that business and industry recognize this need for counselors to have continuing experience to learn more about current affairs in the world of production and services. Without access to their plants and business operations, we could only learn by reading and would not have the full scope of the information needed.

MISS KATHRYN RAY, State Supervisor,
Guidance Services

The objectives and purposes of the North Carolina Good Neighbor Council are:

1. To study problems in the area of human relations,
2. To promote equality of opportunity for all citizens,
3. To promote understanding, respect, and good will among all citizens,
4. To promote channels of communication,
5. To encourage the employment of qualified people without regard to race,
6. To encourage youth to be better trained and qualified for employment,
7. To enlist the cooperation and assistance of all State and local governmental officials in the attainment of the objectives of the State Council.

D. S. COLTRANE, Chairman, North Carolina
Good Neighbor Council

Delete the word vocational from our vocabulary as it pertains to occupations, instead concentrate on the work career skills.

MARTY PIERSON, Personnel Manager
Wright Machinery Company

No one can satisfy his personal needs unless they are interassociated with the welfare of the group.

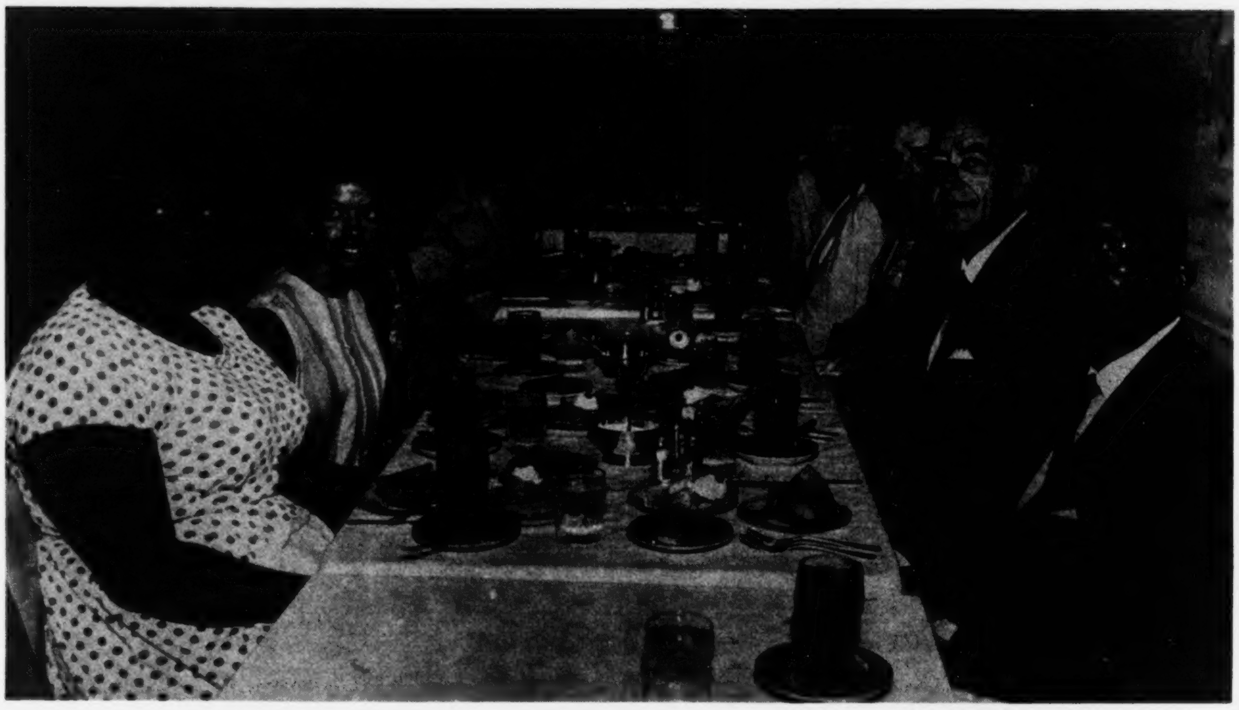
W. D. PERRY
Institute Director

Guidance has for a long time been committed to offering counseling services to **all** youth but has been quite deficient in doing so. I feel that the VGI is a positive step in helping **all** children, especially the members of minority groups. Such is basic to a democracy.

BILL KNOX
Enloe High School
VGI Enrollee

Most of us are middle-class persons and in dealing with minority or underprivileged groups, we do not really know these people and their environment and therefore are not in the position to help them in planning to meet their needs.

HARRIET CHILDS
Carr Junior High School
VGI Enrollee



VGI Orientation Luncheon

Something that Dr. Perry said today at the beginning of our first session impressed me, and I shall attempt to put it to use in my classes. He said in his opening session that the first session was intended to remove any anxiety about the Institute in order to release energy for creativity.

EDITH JACKSON
Franklinton High School
VGI Enrollee

The program outlined for the two-week period is just the practical kind of training that counselors need to enable them to do a more effective job with their students.

BILLY C. CARVER
Roxboro High School
VGI Enrollee

This first day has been one of the most profitable that I have ever spent. To learn that the nation, state and community have decided to assist the counselors in solving the problems of youth of the present age is inspiring. The opportunity to observe students is one of the best methods to assist him, so in industry observation is the best method of information.

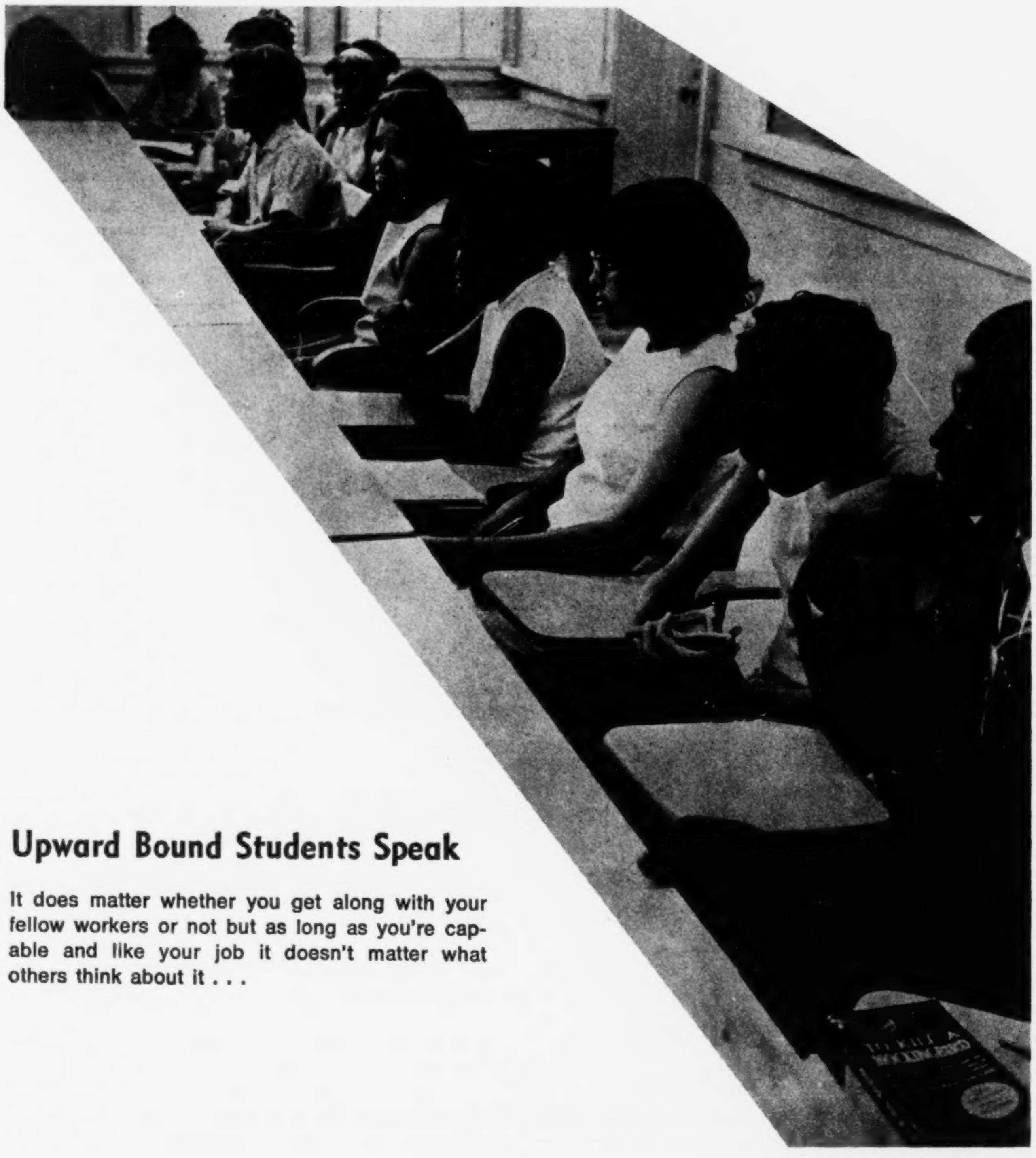
L. E. BORDEN
Norwayne High School
VGI Enrollee

In Vocational Guidance Institutes we gain a better understanding of the characteristics of a member of a minority group.

DR. BERT GOLDMAN
Assistant Professor, UNC-G

Focus On Minority Youth

> All men are not the same and children know it as well as adults . . . We must admit the reality of that self (the Negro youth) in the classroom and enter into his world and try to provide experiences he will enjoy . . . Until we accept their behavior, we can never help them.
>
> THELMA LENNON, Supervisor Title V
> Guidance, Counseling and Testing NDEA
> State Department of Public Instruction



Upward Bound Students Speak

It does matter whether you get along with your fellow workers or not but as long as you're capable and like your job it doesn't matter what others think about it . . .

Sometimes I want to talk over a problem with my parent. I get all set, go over in my mind everything I want to say, have everything all figured out . . . then by a nod of the head or a look in the eye . . . I know I can't talk it over. I get all flustereated and just can't talk it through

If you don't get along with people while young you won't enjoy getting old . . .

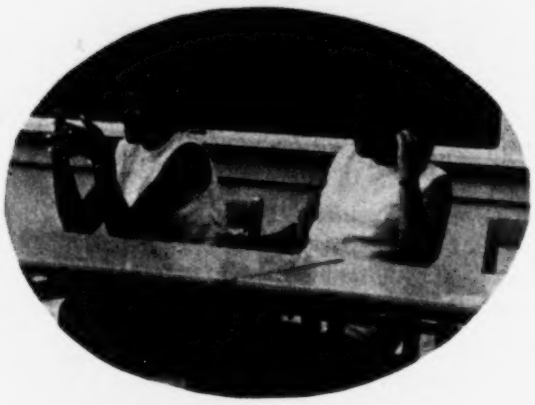
I fear becoming an adult because of the responsibilities . . .

In getting people to like you, you have to like people yourself . . .

If you are lonely the counselor should be the one you can go to see . . .

They treat us like younguns . . . they takes us to old museums . . . Winston-Salem and Raleigh . . . State House and stuff . . . that's like a old TV . . . Then they give us a dance . . . from 6 to 8, in the daytime . . . we don't dance in the daytime, we dances at night.

I feel obligated to the whole world — I should do something for someone else . . .



Counselors Comment . . .

Surprisingly enough very few had ever earned any money to speak of and none had had a regular job, even part time.

Each one has set fairly high vocational goal for herself and assumes that she will attain it. Most were vague about steps to take to attain these vocational choices.

Mrs. Lennon suggested that the counselor of young people of minority groups should possess these understandings:

1. Clear and positive understanding of one's own values.
2. Sensitivity to the social and psychological burdens of these individuals.
3. Knowledge of historical contributions of various ethnic groups.
4. Understanding of factors which may cause problems.
5. More flexible and creative approaches to these individuals.
6. Respect for the dignity and worth of the individual.
7. Ability to listen for non-verbal communication, to look beneath their passivity.

Certainly these ideas have been expressed before but not in any more forceful nor moving way than by Mrs. Thelma Lennon.

ROSE MARY JONES
Holden Technical Institute
VGI Enrollee

These students radiated a warmth that I feel sure would never have been possible in an ordinary classroom.

By talking out their gripes they were able to identify their individual problems and to start solving or adjusting to them, to live better with themselves, their fellow students and within their new environment, perhaps constantly weighing some of the benefits received against the inconveniences.

WETONAH WILLIAMS
Aycock Junior High School
VGI Enrollee

VGI Enrollees Respond . . .

The face-to-face contact and the exchange of dialogue between the student panelists and the counselors should prove to be most beneficial to the counselors who have not experienced working with minority youth and should also serve as an incentive to the other counselors to try to do an even better job than before when working with the youth in their respective school units.

BETTY J. MERRITT
Merrick-Moore High School

I did wonder if their abilities were in line with their stated educational goals. Is it possible that a poor self image can prompt one to set too high goals as well as too low ones? The panel discussion prompted me to plan something similar in school next year keeping it more along the personal-social areas.

MARGARET UMPHLETT
Guy B. Phillips Junior High School

I think we can't afford to make the mistake of having them believe we have to change our ways to conform to theirs. Theirs is a unique age but ours is a unique responsibility.

JUANITA FLOYD
Guy B. Phillips Junior High School

I wonder then if its so much the fault of parents whom we tend to blame readily for the development of bias or if perhaps it is something within the school program.

MARGARET UMPHLETT
Guy B. Phillips Junior High School

The big question is why don't we understand them and why don't they understand us.

NEZZIE CARTER
Merrick-Moore High School

Teenagers have a very difficult time moving from one stage in life to another because there is such a big gap between their ideas of what is right and our own "more mature" concepts.

G. D. McNEIL
Harnett County High School

Some expressed fear of becoming adults. Their major reason, the adult world is too unsettled and filled with responsibilities they fear. They have developed their own means of communication with each other but are reserved in their communication with adults . . . they express their feelings freely.

ARLETHA G. FREEMAN
Fuquay Consolidated High School

The VGI Hears Reading Teachers Speak . . .

The four teachers on the Reading Panel stressed the importance of obtaining reading skills in the first three grades. A diagnostic approach to reading must be taken for each individual child.

LILLIAN SANDLING
Needham Broughton High School

The panel of teachers who discussed "Reading Skills" confirmed that comprehension and study skills need our attention.

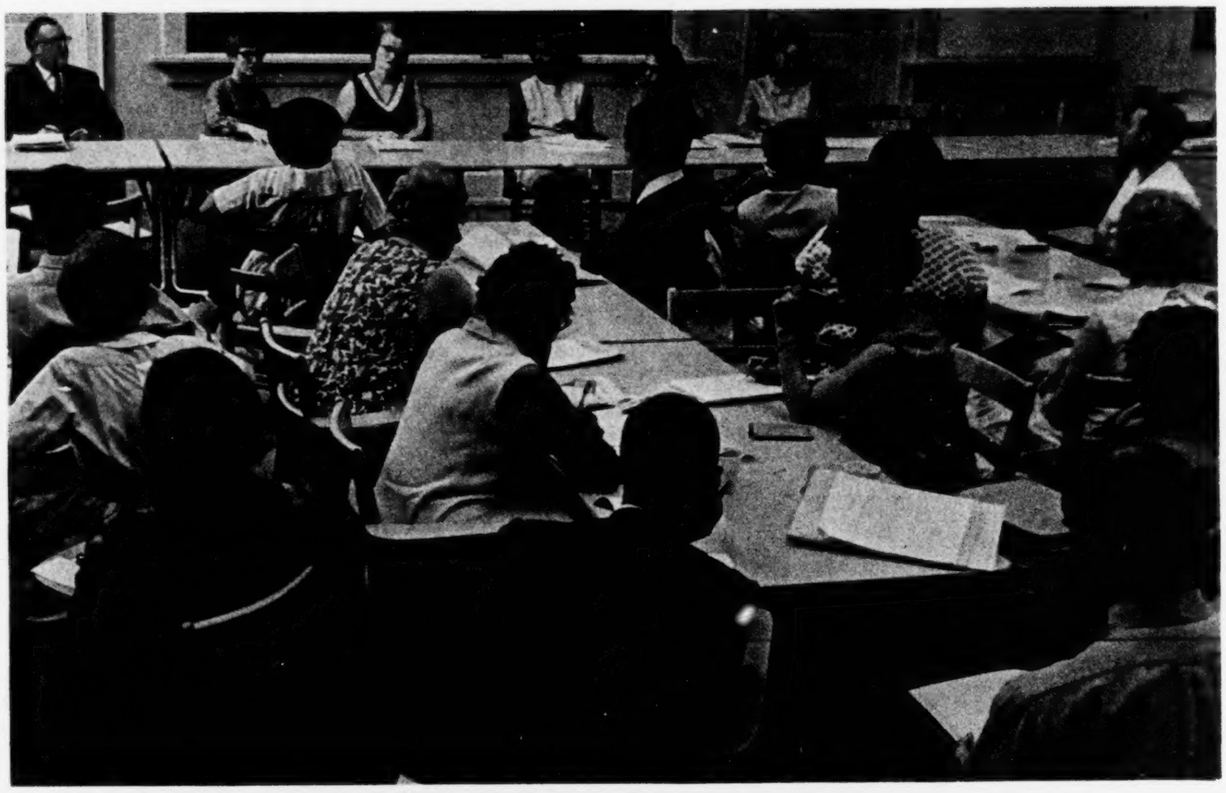
NEZZIE CARTER
Merrick-Moore High School

Today's panels gave us much insight into minority employment problems. The questions and comments from the Negroes in the Institute helped us to see a clearer picture of some of the areas where problems lie and the feelings that exist.

The listing of problem areas from the standpoint of the job interview should be helpful as we return to our counselees:

(1) Lack of confidence, or hesitancy to speak up
(2) Lack of knowledge about the job
(3) Lack of enthusiasm
(4) Personal hygiene.

MARY JOHNSON
Millbrook High School

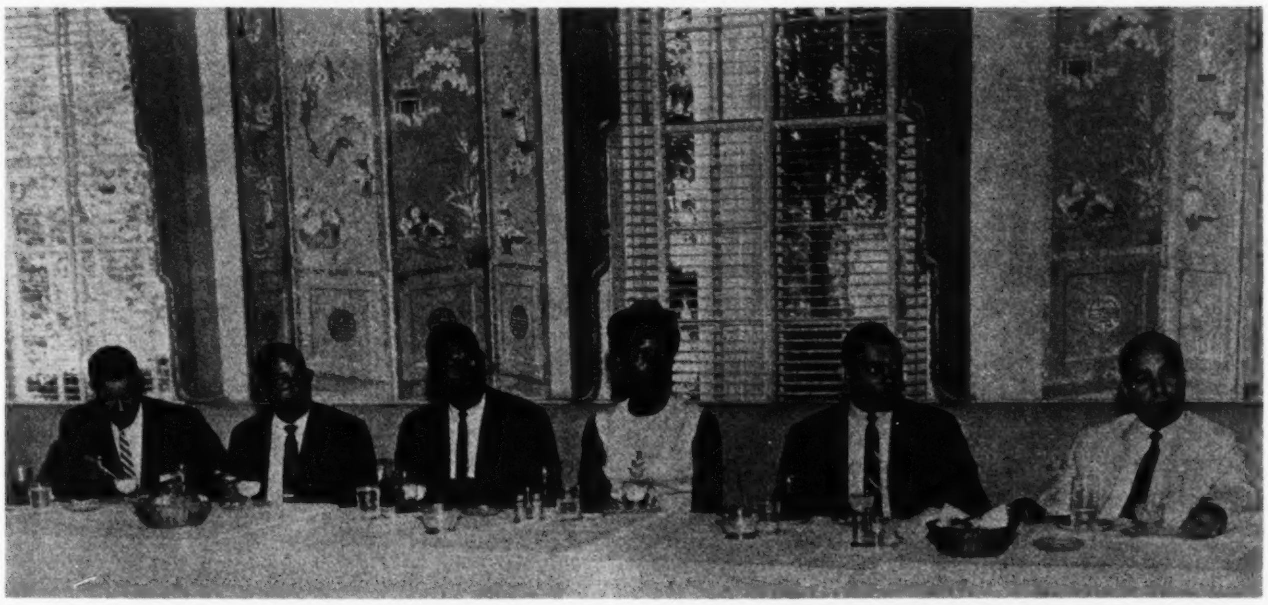


Upward Bound Students

Ann Alston, Horton High, Pittsboro
Brenda Brooks, Central High, Hillsborough
Sue Crabtree, Orange High, Hillsborough
Carolyn Dowdy, J. S. Waters, Goldston
Joyce Graves, Orange High, Hillsborough
Annie Faucette, Central High, Hillsborough
Sandra Gentry, Orange High, Hillsborough
Bettye Haith, Chatham, Siler City
Zenobia Hatcher, J. S. Waters, Goldston
Archie McAdoo, Central High, Hillsborough
Elliot Moffitt, Jordan Matthews, Goldston
Jessie Nattles, J. S. Waters, Goldston
Imogen Ramsey, Central High, Hillsborough
Paulette Siler, Chatham High, Siler City
Ann Tate, Central High, Hillsborough
Glenda Walton, Central High, Hillsborough
John Page Whitted, Central High, Hillsborough

Industry And Business Visit The Institute

Successful Employees Describe . . .



Somewhere along the way there must be someone who inspires the individual to want something for himself . . .

He must be able to visualize another world . . .

Counselors should take into consideration those areas in which the counselee can find and hold a job and steer him in that direction . . .

If you can determine how a person gets his feeling of importance then you have a key to motivating the person.

LARKIN TEASLEY, Panelist
Actuary, North Carolina Mutual Life Insurance Company

The counselor needs to understand the child's environment and relay this to the classroom teacher. Concentrate on giving the children what they are missing in the home.

JOSEPH TAYLOR, Panelist
Manager, Quality Assurance-Electronic Laboratory, IBM

There must be some way to get the child to see that there is some place for him in an integrated society. We must compete with his parents for phases of motivation in the direction of acceptable behavior for himself. Desire and self-motivation are attributes of success.

JAMES BOLDEN, Panelist
Manager, Data Processing, North Carolina Mutual Life Insurance Company

Acceptance is the key to guiding and motivating of minority youth. Let's straighten ourselves out first and then we can help others with their problems.

MISSOURI MORRIS, Panelist
Special Education Instructor, Hillside High School

Most motivation has to be external, particularly in younger children. Knowing the language of the people with whom you work is an asset toward better understanding at all levels of employment.

ASA SPAULDING, Moderator
Assistant Planning Director, North Carolina Mutual Life Insurance Company

VGI Enrollees Note . . .

Mr. Taylor had a normal, exciting, and well-protected background with intelligent parents. He has been encouraged and motivated internally and externally by positive forces in his enivronment to move ahead. Experiences in school and in the Air Force broadened his horizons to permit a vocation and a vocation with profitable returns in both. He stated that his white friends said that he was different from the rest, leaving the impression that an individual may be accepted but his friends may not be. Mr. Taylor said attitude and desire to work are important in securing jobs in industry.

External forces placed Mr. Bolden in the labor market at an early age. Apparently his desire to go to school at that time was nil. In cases of this type it seems to me that the counselor has and obligation to begin the growth and development of the seed of desire.

A slum youth with a mother who had a deep desire for her child to succeed, Mr. Teasley has become a real leader. External forces created within him a desire for books, a desire to attain, a desire to live above his environment, a desire to get ahead.

MADGE AVENT
Henderson Institute

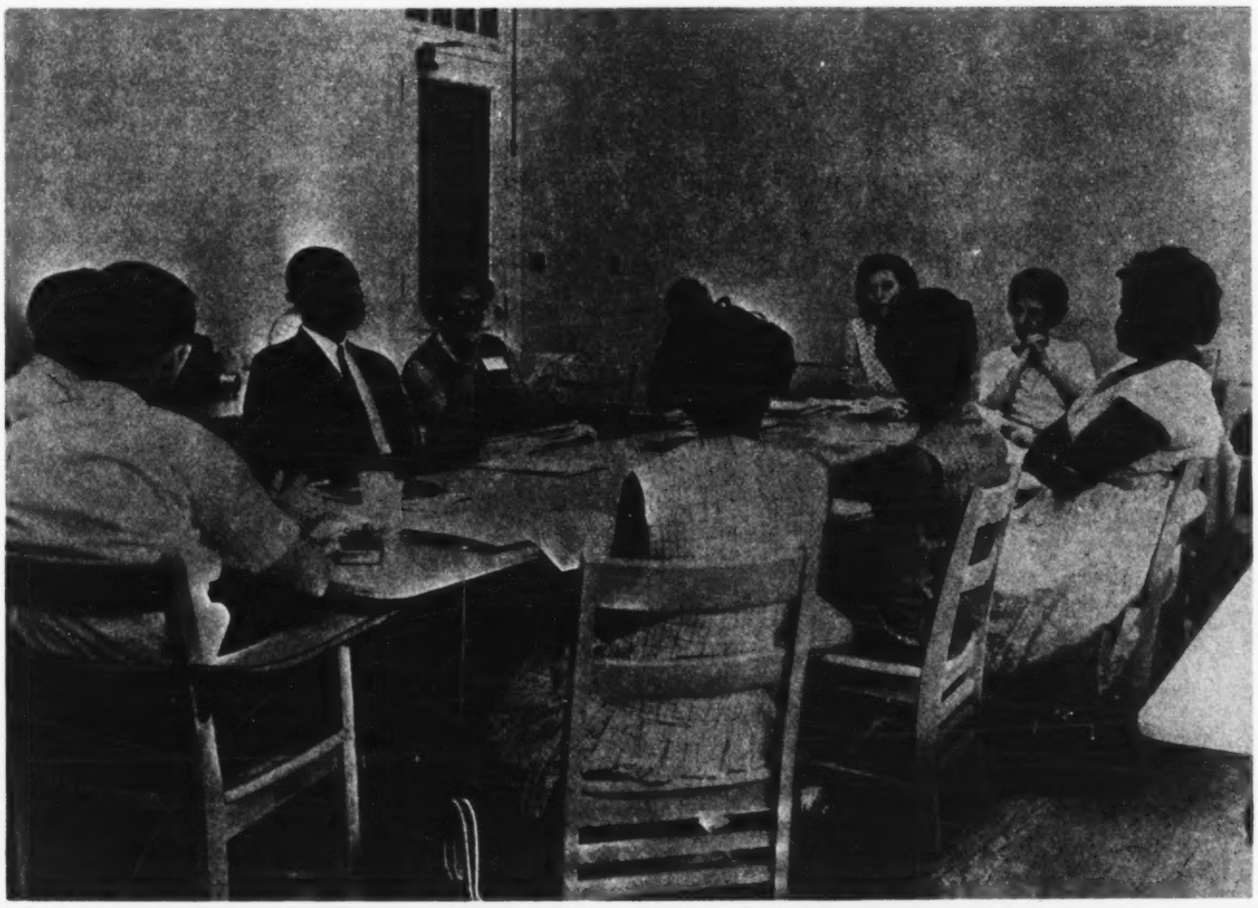
Not one of them felt that his race would affect his chances for advancement. All felt that advancement was entirely dependent on their individual motivation and effort to do their present job well. They planned to take needed additional courses or training if these would help them to advance.

HARRIET CHILDS
Carr Junior High School

The panel on "Accomplishments and Experiences" really gave us insight into the problems of minority youth.

LUNA BYRD
Harrison High School

Skills Trainees Explain . . .



Did my high school education help prepare me for my job?

Was my guidance counselor helpful to me?

What special preparation did I have for my job?

How I got my job

Difficulties in getting a job.

What problems, if any, on the job?

What satisfies me most about my job?

What satisfies me least about my job?

My daily routine .

Aspirations . . . If I had three wishes, what would I do?

What did I do about getting a job?

Physical and mental demands of my job.

What were my reactions to testing for jobs?

Do I feel well prepared to make normal progress?

Skills Trainees

Mr. Emmanuel Allen, Jr., Assembler, IBM

Mr. Alphonso R. Alston, Assembler, IBM

Mrs. Sarah Atkins, Checkveyer, Wachovia Bank

Mr. John H. Bland, Impregnator Trainee, Wright Machinery

Mr. Billie L. Brown, Drill Machine Operator, IBM

Mr. Sylvester Brown, Animal Caretaker, Duke University

Mr. Bennie Bullock, PBX Repairman—Installer, General Telephone

Mr. Jesse L. Cooke, Numeric Cobtrol Operator, Occidental Life

Mr. Lonnie Davis, Parts Straightener, IBM

Mr. Chris Harris, Computer Operator, Occidental Life

Mr. Pat Harris, Animal Caretaker, Duke University

Miss Gladys Holloway, Service Representative, General Telephone

Mr. Leroy Hope, Lathe Specialist Trainee, Wright Machinery

Mrs. Betty G. Jones, Clerk-typist, Wright Machinery

Mrs. Azalee Love, Clerk-typist, Nationwide Insurance

Mrs. Anne V. Russell, Assembler Trainee, Wright Machinery.

VGI Enrollees React . . .

One of the most revealing ideas to come from the meetings with employees of industry was the need to expose junior and senior high school students to what industry has to offer. The employees suggested tours of industrial plants and interaction with people actually performing jobs. Their feeling was that bringing industry's representatives into the school was not nearly as meaningful to the student as having the student visit industry.

VIVIAN EDMONDS
Chapel Hill Senior High School

Today's experience with the trainees has been another highlight in the first week of the Vocational Guidance Institute. I was impressed by the ease with which they expressed themselves as they informed us of their work, by the fact that they seem to enjoy the work they are doing, and by their feelings of loyalty and pride as they discussed the industries in which they are employed.

NANCY WILLIS
Benson High School

I am convinced that one of the best means of disseminating knowledge about jobs is direct contact with people who are doing those jobs. In the case of minority groups, I feel it especially important that the student see and associate with people who are members of minority groups. Also minority group members need to see what is possible with guidance and constructive effort.

BILL KNOX
Enloe High School

The interaction with employees provided valuable information and insight into the experiences of persons entering new employment situations.

P. U. WATSON
Ligon High School

This day was educational for me. I am glad that I heard the things I did, for this occasion has given me new insights into the real feelings of the Negro which I had not had before. I had no idea the Negro was so afraid to go into jobs in industry.

MRS. MITCHELL LAWRENCE
Fuquay-Varina High School

The
Counselor
Is
Challenged!

Industry And Counselors Have A Common Cause

I am afraid that teachers and counselors do not know what some jobs are really like.

W. D. PERRY
Institute Director

It appears that our main concern in talking with industry has been what industry can do for us. Shouldn't we also be asking what we, the schools, can do for industry?

JOHN KNOX
State Department of Pubic Instruction

I see the role of the counselor in placement as an important link between school and the world of work — a role that needs more emphasis, I believe.

ANYCE McKEE
Orange High School

I think counselors should get the message that industry and education need to get together. I do not think industry should dictate our curriculum or that schools should train for particular jobs but I do feel that in the best interest of the child we should listen to them. From them we can get ideas of places of emphasis such as a need for changes in the math curriculum for the non-college bound.

JUANITA FLOYD
Guy B. Phillips Junior High School

Today's program was interesting as well as informative. The talk by Mr. Smith was instructive in that he emphasized employment procedures at Erwin Mills. He stated that workers are impartially selected and that they can be employed after having completed grade eight. I was impressed with this statement because it affords an opportunity for boys to work who have had to drop out of school in order to contribute to the family income.

VIOLA PINDLE
Highland Junior High School

It is encouraging to learn that personnel departments are recognizing the need to help employees with personal problems.

BILL KNOX
Enloe High School

Industry states "People are our raw material, we need them."

MADGE AVENT
Henderson Institute

It is encouraging that although industry has become very specialized and now demands well develop skills, the fundamental desirable human characteristics are still at a high premium. In other words, the youth who has conscientiously developed habits of punctuality, honesty, cleanliness, etc., can expect and hope (with hard work) to achieve and experience satisfaction in his life's work. It is imperative, therefore, that we work to preserve these qualities in the minds of our youth.

DORIS B. CLEMENTS
Ligon High School

The gathering of representatives from business and industry and counselors reemphasizes the need for continual communication between the two. The outgrowth may eventually help relieve some of the tensions during the "long hot summers." Necessarily, these institutes should continue to help focus attention where it should be, on our youth.

DORIS B. CLEMENTS
Ligon High School

The visiting panelists from business and industry were asked to cite their most prevalent needs. The majority of the visitors were in agreement that clerical workers for office and administrative duties, draftsmen and other skilled employees for plants, and medical and technical personnel for the health services were the greatest shortages.

BETTY MERRITT
Merrick-Moore High School

State Agencies Are Concerned

The problem of non-communication between the State Government and the counselors appeared to be of utmost importance at the institute. We in the State Personnel Department, as a part of our continuous recruitment program, feel that we need to communicate with counselors.

G. C. DAVIS, JR.
Chief, Recruitment and Testing
State Personnel Department

Empolyment Service in North Carolina has approximately 80 full-time Employment Counselors . . . Motivation of the so-called disadvantaged is current problem . . . Employers being encouraged to restructure jobs (jobs dilution) with assistance of E. S. Occupational Analysts, to permit employment of persons with less than the qualifications normally demanded . . . The General Aptitude Test Battery (GATB) is a multi-factor battery used by ES in both counseling and placement. Counselors can help applicants understand that tests of this type "open more doors than they close." . . . Now tests being developed by U.S. Employment Service include a non-reading version of the GATB, for use with the disadvantaged, and achievement tests with job rather than grade norms . . . ES now offers a joint-testing arrangement for administering the GATB to entire junior or senior class; ES furnishes equipment and trained test administrator, schools furnish test monitors; school purchases consumable materials for college-bound, ES furnishes for non-college.

CHARLES R. STONE
Employment Technical Services Supervisor
N. C. Employment Service Division

Over 10,000 young people between the ages of 16 and 21 are employed by the Neighborhood Youth Corps in North Carolina. These youngsters are either in in-school or out-of-school programs; that is, they are attending school while working in the Neighborhood Youth Corps or are out of school where an attempt is being made to return them to school or to put them into full-time jobs. A substantial proportion of these young people are employed in sub-professional jobs in educational institutions. Based on comments from work supervisors, these young men and women are performing a useful service and no decline in the need for such services is forecast. The truth of the matter is that these supervisors are seeking additional help. In this particular case, a little over 50 per cent of the people employed are non-white. On the other side of the ledger, with the coming programs such as the Neighborhood Youth Corps, there is created, both within the public school system and without, additional needs for counselors, psychometrists, psychologists, supervisors, remedial teaching personnel and others.

DR. MARION D. THORPE
Assistant Director
State Board of Higher Education

So we see the necessity of helping children move, over a period of time, into the world of work. Just as we can observe physical and intellectual development, we **must** observe development in personality and in career planning; and we **must** plan to enhance development in these two areas. This is a real challenge but a vital one because we know that if an individual fails to move successfully through one stage, he will not make the expected progress in succeeding stages.

KATHRYN RAY
State Supervisor, Guidance Services

As counselors we may suggest changes in the curriculum.

DR. BERT GOLDMAN, Assistant Professor
UNC-G

The promotion of Cooperative Training in North Carolina by state government and industry could be part of the answer to the counselor's dilemna of what to do about the academic non-achiever. The academic non-achiever needs, perhaps more than his fellow students, to experience success and satisfaction. Enhancement of his self-image through training in which he can excel helps to improve his self-concept. Such improvement usually gives impetus to improvement in every area of his life. He can realize pride in achievement and thus become a contributing member of society. It is clear that the public school systems of the state cannot provide job training comparable to that of the Cooperative Training Program in time to meet increasing employment needs. Maximum utilization of manpower in North Carolina could have far-reaching positive results. The matching of human resources to industry's need would certainly help to get North Carolina off the bottom rungs of the income and tax ladders.

VIVIAN EDMONDS
Chapel Hill Senior High School
VGI Enrollee

Industry Speaks

ROBERT BELL
FIELDCREST MILLS
IBM
GLEN WILKERSON
CAC

We are now beginning to find that the training curve is coming closer to the average. Form information available to us we have concluded that this stems from a greater willingness on the part of the disadvantaged applicant to accept us now and to permit himself to be accepted now. Word of mouth advertising from our present colored employees to prospective colored applicants has helped clear some of the doubts which may previously have existed in their minds.

The conclusion we have drawn from this is. Disadvantaged prospective job applicants need and, in our judgment, should receive earlier emotional preparation and perhaps even parallel training opportunities. Young people who are to be in the industrial labor pool not only want to know where they stand — but what is ultimately expected of them.

S. GERALD ISLEY, President
Jerold Corporation
Smithfield, N. C.

Essential to any industrial job is the understanding by the employee that the part he plays in manufacturing the product is very important and that his presence, efforts and interest are very much needed. We see this as an area of pre-industrial orientation in which guidance counselors can be of value to both students and industry.

ROBERT F. BELL, Personnel Manager
Fieldcrest Mills
Smithfield, N. C.

The young persons who will be jobseekers are a heterogeneous group with many different problems. Because of the complexity and variety of these problems, no single approach can possibly help all youths who need assistance.

Burlington Industries, Inc., Pamphlet

Opportunity is available at all plants in this area for both the culturally deprived group as well as the so-called privileged groups. But the problem is that without a college education, opportunity does not open as rapidly. Therefore a young high school graduate needs patience. He must get his training on the job. We in our particular situation find it hard to keep high school graduates happy until they can learn the necessary skills to advance. Too many of them are not willing to start at the bottom, so to speak, and work themselves up to higher and better paying positions. Three fourths of our supervisors worked themselves up from the bottom. (It took from five to fifteen years to make the transition.) We also have many of the culturally deprived group who have worked themselves up to higher positions —such as a foreman, supply room clerks, instructors, fixers and other key jobs. And as "opportunities" become available then those who are qualified will be promoted to better jobs.

HORACE M. TALTON, Personnel Manager
Shallcross
Selma, N. C.

The company believes in placing the right man on the right job and promoting according to seniority. Therefore, on the job training opportunities to develop higher skills and good human relations are stressed. Equal opportunity employment is available to everyone, because the following factors are considered before hiring takes place: attitude, aptitude and fingeer dexterity. Great emphasis is also placed on the applicant's character, previous work record, school record, credit record and the results of a structured interview. The interview gives further insight into the applicant's promotable skills, personal problems and human relations. A probationary period is granted either as a learner or trial worker ranging from 30 to 40 days after which the applicant is hired on a permanent basis.

JAMES SMITH, Personnel Manager
Burlington Industries
Durham, N. C.

For advanced training below the college level such as technical or business schools there will be opportunities in accounting, electronics, computor operations, and in advanced electrical and mechanical work. We will be able to offer long range career opportunities for high school graduates without any additional formal education. The role of producing electricity was transmitting it to the place where and when it is needed requires the talents found in a wide range of jobs. Among them are Electricians, Mechanics, Linemen, Servicemen, Meter Readers, Supply Clerks, and many maintenance specialists such as Test and Repair of Transformers.

All utilities require a pre-employment physical examination. We must have men and women sound of body and mind. Most utility companies give pre-employment aptitude tests. In the electric utility, we handle large amounts of a hazardous product — electricity. In order to perform this work safely, employees must be responsible individuals who conscientiously follow the work rules, who can work in harmony with the crew, team, or group and certainly not act in such a manner as to endanger their lives or the lives of others.

We are also vitally concerned with our relationship with the public. For these reasons, we thoroughly investigate each applicant on his conduct in school, his motor vehicle driving record, his ability to get along with others in the classroom, in the community, and in whatever work experience he may have had. We select our employees on the basis of merit, skill, experience, training, intelligence, character, and physical fitness without regard to race, color, or creed — and make promotion within our own ranks on the same basis. We in the electric industry believe that we can offer a challenging, interesting, secure career in helping to build a finer Carolina.

R. I. COUNCIL, JR., Personnel Representative
Carolina Power and Light Company
Raleigh, N. C.

The VGI Visits Industry

At Durham . . .

With the variety of industries and the vast number of job opportunities in each, there seems to be a job for anyone who really wants to work.

LILLIAN SANDLING
Needham Broughton High School

Industry is anxious to hire good employees regardless of race. I learned countless things about specific job opportunities from our tours. Previously I had not thought of minority groups as having "negative feelings."

DOROTHY RINNE
Wake Forest High School

These opportunities to tour industries have given me a whole new set of values and relationships. The whole idea of the worth of the individual, his attitude toward his job, and personnel's attitude toward him as a trainee has been sounded over and over on every tour.

JOHNNIE B. McLESTER
Shepard Junior High School

The tour through Erwin Mills (Burlington Industries) was a great experience and a good means of gaining insight into a particular industry, especially the different types of jobs and the responsibilities of each worker.

BLANCHE GAY
Vaiden-Whitley High School

In our trip through Erwin Mills (Burlington Industries) many of us saw much of the work as repetitive and monotonous, work which we would not care to do. It does not follow, however, that everyone would find such work unsatisyfing. It is suggested that any productive work is worthwhile in which the individual can find entry and obtain success. We counselors should not be overly judgmental about the world of work, should not criticize particular jobs simply because we think they may not be suitable for us.

RALPH TODD
Northern High School

Some impressions of Erwin Mills (Burlington Industries)

The speed of the women hemming sheets and the hypnotic effect of the machines cutting coth.

The efforts being made in testing to learn of the abilities and aptitudes of job applicants.

The willingness to hire school dropouts and the handicapped.

ELIZABETH TAYLOR
Carrington Junior High School

The visit to Wright Machinery Company was very informative. To really appreciate the jobs being done, one has to see the employees is action. The working conditions were pleasant and one could not help but speak of the neatness of the workers. The employees seemed quite happy with their jobs.

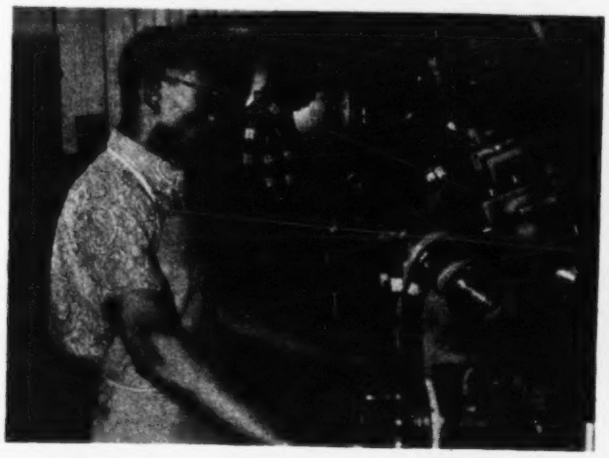
L. E. BORDEN
Norwayne High School

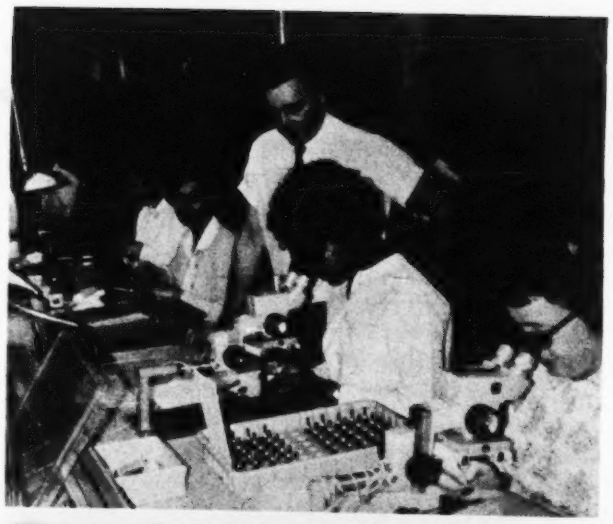
The trip through Wright Machinery gave me some idea of what the problems of management must be as well as the just demands of labor.

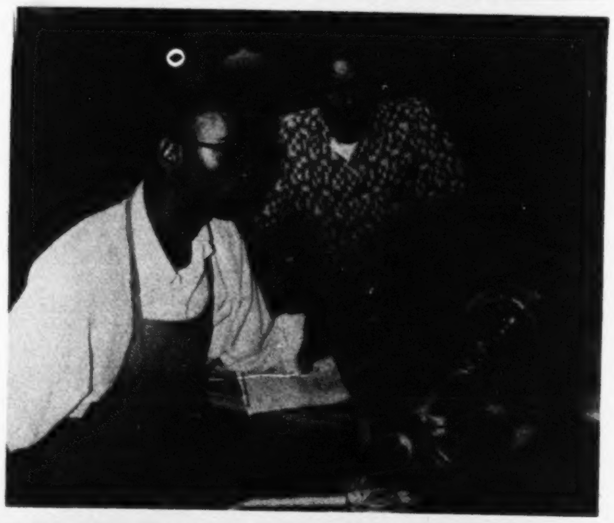
MRS. MITCHELL LAWRENCE
Fuquay-Varina High School

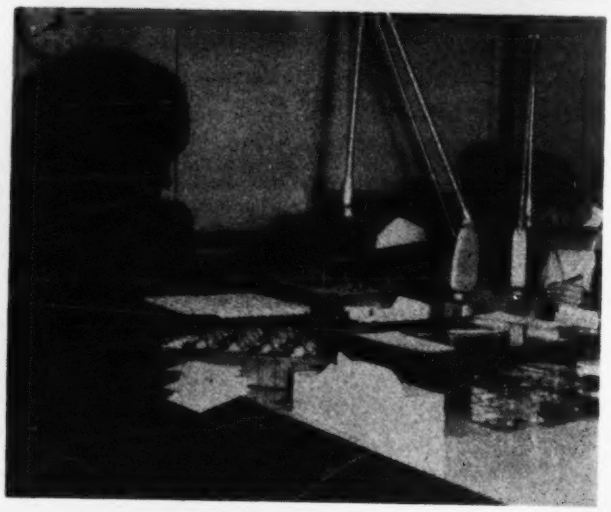
Wright Machinery Company produces motors for many diversified fields so that individuals working in the plant must be flexible to serve best. Guides were chosen from leadership positions in the factory.

MADGE AVENT
Henderson Institute









At Raleigh . . .

Good tour in Raleigh. The tour through a food distributer, a bank, communications-electronics and a heavy manufacturing concerns afforded a good cross section of business and industry.

RALPH TODD
Northern High School

Winn-Dixie Warehouse illustrates the vast expansion of the food industry. Jobs are available for those individuals who are interested in being trained. Managers and specialists are trained within the ranks. Promotion depends upon the individuals's desire to advance. Courses and training activities are available to all personnel. After five years each employee has an opportunity to share in the store's profits at a rate of 13 per cent of his total income.

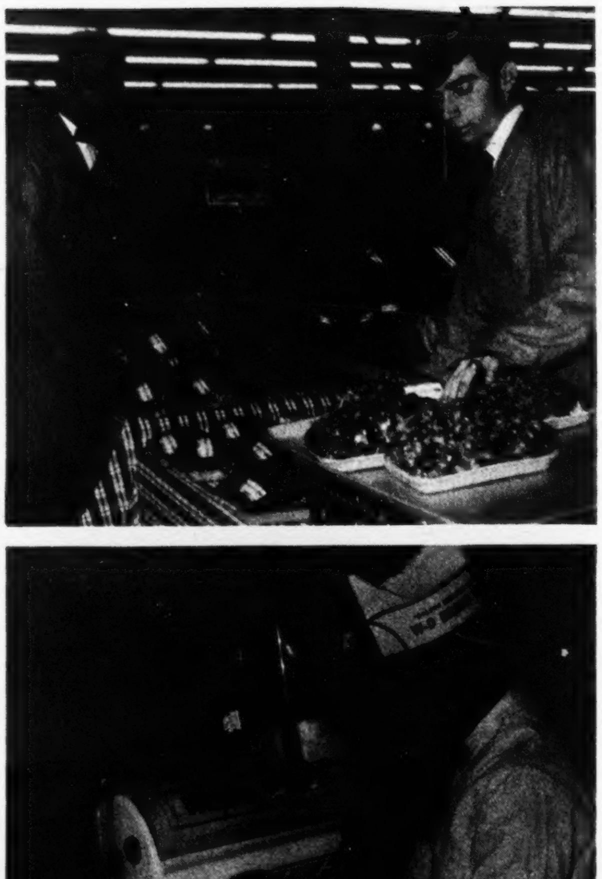
MADGE AVENT
Henderson Institute

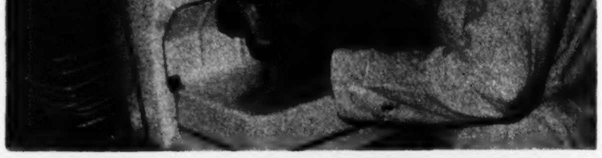
The tour through Winn-Dixie warehouse was very exciting, moving from one cold area to another. On-the-job training seems to be the key to their business.

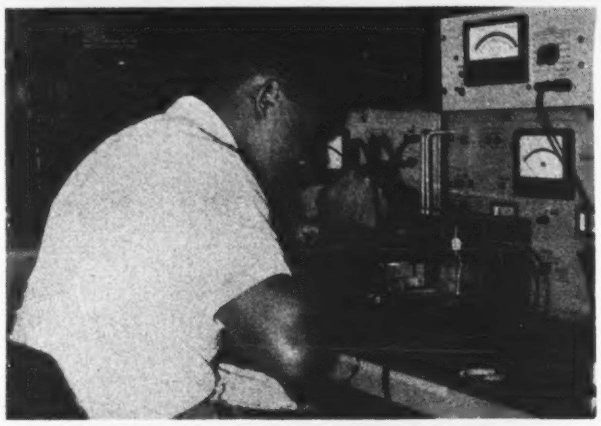
EVA THOMAS
Henderson Institute

Winn-Dixie provided excellent information on food service jobs.

LILLIAN SANDLING
Needham Broughton High School







Rockwell Manufacturing Company is the world's largest producer of valves. There are both skilled and semi-skilled jobs in this industry. Promotions are encouraged by the Company. If an employess desires further training, 75 per cent of the tuition wil be paid by the company.

MADGE AVENT
Henderson Institute

The film shown at the International Telephone and Telegraph Corporation showed the services available to the public through this industry and the types of occupations which produce these services.

MARGE AVENT
Henderson Institute

At ITT high school education is not always a requirement. More important is the desire to learn. There are both skilled and semi-skilled job opportunities.

LILLIAN SANDLING
Needham Broughton High School

Future outlook for employment at ITT looks good. The industry is expanding rapidly. Chief aptitude for jobs at ITT is manual dexterity.

EVA THOMAS
Henderson Institute

Rockwell Manufacturing Company was another industry providing opportunity for those with less than a high school education. The on-the-job training factor is the key to success in many of the industries. The entire day's experience was very enlightening.

NANCY S. WILLIS
Benson High School

Most important of all is the desire to want to learn and the need to work was the statement of Mike Goode of the Rockwell Manufacturing Company.

BILL KNOX
Enloe High School

In Wachovia Bank more jobs are available for young people with experience and training above the high school level, but even so requirements varied depending on the skills desired and the departments needs.

MARJORIE LEONARD
Louisburg High School

Each department head at Wachovia carefully outlined the requirements for the jobs under his supervision. It was also interesting to note D. E. students working there.

MADGE MOORE AVENT
Henderson Institute

All four firms that we visited on the Raleigh trip had their own training programs for new employees, either prior to or on the job. They seem quite willing to take promising young people and train them whether or not they have had courses or training prior to job entry. This seemed to be the rule. Emphazing to me that we must develop in our students attitudes toward work that make them approach the job with high motivation to do well.

HARRIET CHLIDS
Carr Junior High School

At Wachovia Bank we saw computers and other recent changes in office machinery and had a chance to observe many clerical occupations in operations.

ELIZABETH TAYLOR
Carrington Junior High School

At Smithfield . . .

The Smithfield industries are offering a new way of life to people of a formerly rural community. They have had many adjustments to make. In general the businesses are providing pleasant working conditions, security in the way of insurance and company stock and a chance to grow and improve in position. Some of the jobs are mechanical and simple but I realize they are just right for some people.

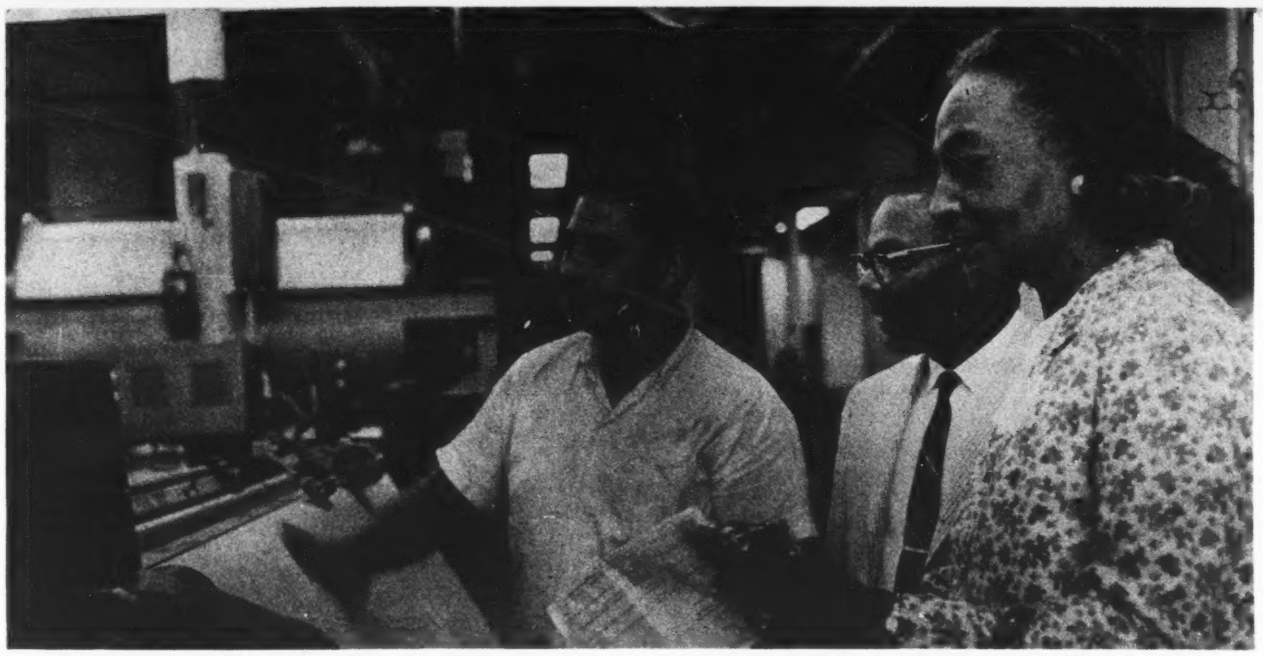
BILLIE CARVER
Roxboro High School

The atmosphere at Fieldcrest appeared to be conducive to good working conditions. The guides were enthusiastic and explained each operation thoroughly.

BLANCH GAY
Vaiden-Whitley High School

Fieldcrest provided us with a step by step explanation of how electric blankets are made. The working conditions and the atmosphere were good.

HATTIE ELLIS
Darden High School



At Jerold Corporation the tour was very thorough. Job classifications were explained and the work demonstrated. There appeared to be excellent management-employee relations.

WILLIAM KNOX
Enloe High School

At the Jerold Corporation it was interesting to watch a piece of material turned into a beautiful raincoat, truly an assembly line operated with speed, accuracy and skill.

MARY JOHNSON
Millbrook High School

Today I have become more aware of the fact that we, as counselors, have not been exactly fair to industry. Our own knowledge has been so limited that we have not been in a position to really motivate students.

JOHNNIE B. McLESTER
Shepard Junior High School

Jerold Corporation, Fieldcrest Mills and Sylvania Electric Products are Johnston County industries where many of my students are likely to seek employment. During our tour I saw several former students at work. The information obtained will certainly be helpful.

NANCY WILLIS
Bnson High School

A fast growing industry, Sylvania Company was established in 1966 and now has employment totaling 1100 people. There are vast work areas with long assembly lines producing radios, television sets and record players.

MADGE AVENT
Henderson Institute

The Sylvania Company had excellent working conditions; the employees seemed to enjoy their work; and, according to their personnel, the employment outlook is good.

ETHEL WILLIAMS
Whawtown High School

I was impressed with the size of the Sylvania plant, the good working conditions and atmosphere and the opportunities for women in this particular industry.

DORIS CLEMENTS
Ligon High School

It was indeed a pleasure to note how rapidly our State is emerging into the realm of industrial leadership. To see a small rural community like Smithfield contain three large, leading industries emphasizes the statement made earlier by one of our program participants that 60,000 new non-agricultural jobs have come into existence since 1966 in the state of North Carolina.

The tours were informative and interesting. The host industries received us graciously and treated us royally. The panel discussion at the Johnston County Public Library was concise and direct with much food for thought for counselors and educators.

BETTY MERRITT
Merrick-Moore High School

We know now that satisfactory placement in the world of work is not an event that occurs as the student leaves high school. Kaback states that "Children are continually learning and forming impressions about the activities which surround them. Their attitudes toward the world of work are already beginning to take shape when they enter school." He also points out "Children seldom regard unskilled or semi-skilled occupations as undesirabe forms of labor." Hoppock makes this same point in describing vocational exploration activities for young children. The elementary age child has not absorbed the stereotype attitudes of adults.

KATHRYN RAY, Guidance Supervisor
State Department of Public Instruction

VGI Enrollees Look Ahead

I think the institute has made me much more aware of the kinds of information young people are likely to seek and the kinds of things which concern them, their futures, particularly their career plans.

ROSEMARY JONES
Holden Technical Institute

It would seem that ours of industry similar to those who have made would be of great value to high school seniors in developing depth of insight into the real factors involved in industrial work and should aid them in making better vocational decisions.

P. U. WATSON
Ligon High School

One suggestion I have heard is that counselors work in the summer in business and industrial personnel offices. This would really help counselors understand industry and business needs.

ROGER HOLLOMAN
Southern Wayne High School

To borrow a phrase, we "should personalize the youngster's school experience" by:

Inviting more young workers that students know back to school to point out realities of the market and jobs.

Finding more practical ways of stressing importance of math and science.

Enlarging our teaching to include experiences outside the classroom.

Involving students more in work experiences.

Increasing our efforts to acquaint youngsters to the world of work through tours, tapes, talks, pictures, clubs, etc.

JOHN KNOX
State Department of Public Instruction

The door appears to be open everywhere in our area to those of the minority race. The problem now appears to be for the job applicant to present to his prospective employer skills for the job and the proper attitude toward work and advancement.

HARRIET CHILDS
Carr Junior High School

As a member of the minority group I feel that minority youth will be more anxious to prepare themselves when they know that these opportunities are available to them.

NEZZIE CARTER
Merrick-Moore High School

Since learning more about opportunities that are offered to us, we, as counselors, will work even harder to prepare our students educationally, emotionally and personally to enter the work force.

ETHEL WILLIAMS
Whawtown High School

My services to minority youth seeking employment will be greatly facilitated and enlarged due to the understandings I have gained from the Institute. The project being done by the group I am in will be of tremendous benefit to my work.

SANDRA HAGEVIK
Neighborhood Youth Corps

I now have more concrete knowledge of what the limited student can do. I intend to convey to individuals and groups possibilities for training in industry, opportunity to further education while working and to emphasize the importance of all kinds of work.

ROSE SCHNOPP
Thomasville Senior High School

As a result of this Institute and the associations here, I feel much better about living in an integrated society.

EDITH JACKSON
Franklinton High School

There seems to be a common thread of agreement running through each discussion, the need for additional communication between industry and school on a fifty-fifty basis.

ANN JONES
Hawley High School

This is my first experience attending any organized, planned session such as this Institute and I have thoroughly enjoyed it. I have gained a much greater insight into this situation; I enjoyed the fellowship, the luncheon interplay, the Institute membership, and having Dr. Perry as the Director. He contributed a great deal to make it the success that it has been.

J. M. DEEDS
Durham High School

After hearing Dr. Goldman's ideas about what Vocational Guidance Institutes should accomplish, I am satisfied that our Institute is a success, an interesting, informative experience.

EDITH JACKSON
Franklinton High School

Your Projects

The thing to keep uppermost in your mind as you consider any follow-up projects I might toss forth is that you are in a better position to judge what is necessary and what is possible for your own school system, for your own students. Therefore, I trust you will exercise your imagination and mold these projects to **your** classroom or **your** counselors or **your** school system . . . Of course many projects are better carried out through a team effort—and note that very few of them can succeed without business and industry cooperation . . . You might want to establish a meaningful relationship with the parents. You could visit in the home, you could hold a parents meeting in the school in the evenings to which the parents of your counselors would be invited. Perhaps they need to understand better about the various curriculums offered and what they lead to, perhaps they need to be informed that there are job opportunities for their children today that did not exist for them yesterday. Perhaps you need to be informed about their views on life, about their jobs, about their backgrounds . . . In the final analysis -— it is not what you know or how you feel that counts in this struggle, but what you do with what you know, i. e., how well do you apply your knowledge and how you translate your feelings into actions.

ROBERT W. GOODE
Administrative Coordinator
Plans for Progress

Plans for Progress is a voluntary effort by the leadership of American business and industry to aggressively promote and implement equal employment opportunity. Plans for Progress grew out of the President's Committee on Equal Employment Opportunity which was revitalized in 1961. In 1965 we were granted separate recognition of Executive Order of the President and receive administrative support (broadly speaking, office and travel expenses) from the Secretary of Labor.

Our member companies take the initiative by carrying out affirmative action policies and projects to end discrimination and increase job opportunities for minorities. Working individually and together, member companies carry out a wide variety of programs involving community, as well as inplant action, so that American business can contribute to the solution of a major national problem and implement the concept of a fair chance for all.

One of the great strengths of Plans for Progress is that it is a voluntary program dedicated to direct action on a broad front to make job opportunities available to all Americans regardless of race, color, creed or national origin. Our membership today stands at approximately 370 companies which employ 9 million people.

Eugene F. Rowan, Administrative Director
Plans for Progress

VGI Personnel

The director of this Institute feels that the single most important factor for its success was the cooperative planning and active participation of the two persons who together with the director acted as a planning committee for the Institute. Mr. Lindsey Merritt, Employment Service Representative of the N. C. Good Neighborhood Council, and his office made the selection of the members of the Institute. He personally planned a number of the programs and presided at several meetings. Mr. Merritt attended every committee meeting where final decisions were made. In addition he was a member of the Institute. Mr. Marty Pierson, personnel manager of Wright Machinery Company, Durham, N. C., represented industry and business. He planned a number of programs with his committee from industry; he was present at all meetings where final decisions were made; and he attended all meetings during the Institute. He was one of three keynote speakers at our formal session and represented industry throughout the Institute. The national Plans for Progress office has given Vocational Guidance Institute throughout the country the basic plan, the financial support and the personal encouragement to promote this type of learning experience. For a truly effective Institute of this type, a person representing minority youth, a person representing industry and business and a person representing guidance and counseling must work together.

W. D. Perry
Institute Director

VGI Projects 1967-1968

Group A Project:

Purpose.

To become an informed, responsible and productive citizen should be the goal of every youth. This brochure will be prepared in cooperation with the Durham area business and industry to acquaint youth with job opportunities available in the Durham area and to help them make sound vocational choices.

Brochure Content.

Job opportunities will be compiled on separate removable sheets within the brochure for each business and industry with the company's name and address, the name of the personnel manager. nature of the business and jobs in the firm. Businesses will include pictures of work areas and personnel at work. Data will be placed in an attractive binder.

The Durham area firms participating in the sponsorship of the Vocational Guidance Institute will form the nucleus of those firms contacted. Other businesses and industries including those which have participated in the cooperative work programs of the two school systems will also be contacted.

Responsibilities.

Durham County and Durham City School System will furnish approval, leadership and responsibility for financial and other support. Participating business and industry will provide job listings with back-up information based upon format to be agreed upon. Group A of the Vocational Guidance Institute will furnish the organization for necessary contacts with business and industry and for completion of the brochure.

Mrs. Harriet B. Childs
Mr. J. M. Deeds
Mrs. Johnnie B. McLester
Miss Nezzie V. Carter
Mrs. Betty J. Merritt
Mrs. Viola E. Pindle
Mrs. Elizabeth T. Taylor
Mr. Ralph Todd
Mrs. Ann W. Jones

Group B Project:

Purpose.

Our experiences these two weeks have led us to feel that there is a definite need for us, as counselors, to enhance the climate of cooperation between school, industrial and business personnel so that we may better serve our students who will enter the world of work upon leaving or completing their high school careers.

We propose that Group B organized counselors in the city of Raleigh, Wake County and Johnston County for a visitation program to two industries. They will then devise means of distributing information acquired to students and teachers. In addition a concentrated effort will be made to foster closer relationships with minority groups, employment officials and industry.

Procedure.

1. Committees will contact and arrange for visits to Wake Memorial Hospital and Southern Bell and Telegraph Company. One visit is to be made in the fall and one in the spring.

2. Members of minority groups who are gainfully employed will be invited to participate in group guidance sessions.

3. Representatives from the Employment Security Commission will be invited to acquaint students with its screening and placement services.

4. Industries and businesses will be invited to participate in Career Programs.

5. Industry and business will be supplied with a list of graduates who do not plan to attend college.

6. Information obtained from the tours and other sources may be distributed in the following ways:

A. Create a bulletin board display of occupational materials secured from tours.

B. Invite personnel managers and other representatives from facilities toured to visit schools and talk to student groups.

C. Survey student interest and arrange for students to visit facilities.

D. Share information with administrators, teachers, parents and students.

E. Learn employment policies and practices of businesses.

F. Secure application forms, if available, and conduct job interviews. These may be conducted through role-playing.

G. Survey communities for similar employment opportunities.

H. Encourage teachers to relate courses to careers offered in their respective areas.

I. Record observations which may improve subsequent tours and share observations with other counselors.

Anticipated Results.

1. A more conscious role for us as counselors toward our responsibility in helping members of groups.
2. Greater cooperation between school personnel and parents in our respective communities.
3. Closer communication with industry and business.
4. Better prepared and informed students, especially those entering directly into the world of work.

Mrs. Mitchell Lawrence
Mrs. Arletha G. Freeman
Mr. William Knox
Mrs. Nancy Willis
Mrs. Mary Johnston
Mrs. Lillian Sandling

Group C Project:

Purpose.

The placement of students is one of the main functions of guidance. The college-bound student needs assistance in placing himself at this level. Equally important, the student who does not choose to continue his education beyond high school needs assistance in job orientation and placement. With the knowledge that the majority of the high school graduates in our area enter th labor market upon graduation, we submit the following objectives:

1. To gather information about the local job market that would be of value to our students, more specially, what entry jobs are available to a person with a high school education or less.
2. To determine where job opportunities most frequently occur.
3. To determine the types of on-the-job training provided and the length of time this involves.
4. To determine the special aptitudes needed for available jobs.

Procedures.

1. A letter explaining the project will be sent to all businesses and industries who participated in the Vocational Guidance Institute.
2. Through the use of a questionaire firms who participated in the V. G. I. will be surveyed to determine entry job opportunities in this area for high school graduates.
3. Findings will be distributed to all Institute members.

Mrs. Madge M. Avent
Mr. Leroy E. Borden
Miss Luna Byrd
Mrs. Hattie H. Ellis
Miss Laura Blanche Gay
Mr. Roger E. Holloman
Mrs. Ann W. Jones
Mrs. Dorothy H. Rinne
Miss Eva Thomas

Group D Project:

Objectives.

Since only an average of one-fourth of the students in our immediate areas go on for further education beyond high school, we need to become familiar with the industries in Franklin County and surrounding areas in order to advise students of the opportunities available. We propose to:

1. Determine the number and variety of employment opportunities available in the local labor markets.
2. Become familiar with the personnel directors in these industries and with their hiring policies.
3. Accumulate information to be used in improving counseling and placement services for our students.
4. Discover the facilities now used by youth to find employment and to determine where they find employment.
5. To acquaint industry and business with the potential to be found in our high schools.

Methods.

1. Survey forms.
2. Personal interviews.
3. Field trips.

Anticipated Outcomes.

1. A list of firms and industries where students are working.
2. More effective vocational counseling.
3. A Vocational Guide for occupations in our area.

Mrs. Billie C. Carver
Mrs. Edith Jackson
Mr. John Knox
Mrs. Marjorie G. Leonard

Individual Projects I

Introduction.

Many school dropouts have unnecessarily narrowed their world and restricted their potential growth. The major waste, from a "career skills" viewpoint, may lie in the possibility that a potential machinist or draftsman may be obliged to take an unskilled job because he deprived himself of the schooling that his native ability warranted. Believing that many school dropouts represent a serious loss of skilled and unskilled workers the members of this group propose to conduct a survey of dropouts from the Chapel Hill Junior and Senior High Schools during the school years 1964-1967.

Purposes.

1. To evaluate curriculum needs of students and the need for changes in course content.
2. To get information helpful in counseling prospective dropouts.
3. To determine the effect of school policies on the decisions of students to terminate their formal education.
4. To determine if Chapel Hill dropouts follow any given pattern.

Procedure.

1. Mail a survey instrument to each dropout with a cover letter explaining the purpose and intended use of the information.
2. Compile, tabulate and interpret data.
3. Present findings and recommendations to the Superintendent.

Mrs. Vivian Edmonds
Mrs. Juanita S. Floyd
Mrs. Margaret M. Umphlett

Individual Projects II

Purpose.

In order to acquaint youth with career opportunities in the Thomasville area, a brochure will be developed with the cooperation of the schools, industry, business and with the help of the two Chambers of Commerce in this area. This brochure will include career listings of jobs available in the Thomasville area. These opportunities are to be compiled on separate removable sheets, including the name of the business or industry, the name of the personnel manager, the nature of the business, and brief descriptions of the jobs available. Pictures of work areas and personnel will be included. All data will be placed in an attractive folder.

Development of the Project.

1. Project will be approved by administrative officials of the schools.
2. The cooperation of the Chamber of Commerce and the Junior Chamber of Commerce will be sought.
3. Financial support will be sought from industry.
4. Participating firms will provide information after having been informed of the purpose and plan.
5. The elementary, junior high school and senior high school counselors will serve as a committee to implement the project.

Distribution.

1. Guidance Offices.
2. School and public libraries.
3. Vocational classrooms.

Mrs. Rose Schnopp

Individual Projects III

1. Believing that the only truly effective means of increasing me effectiveness in the areas of vocational counseling and job placement is in establishing a personal and direct relationship with the personnel officers of industry and business in the Wayne County area, I propose to ask for interviews with the personnel officers of these businesses and industries.
2. These interviews would serve the purposes of acquainting the personnel officers with me as a person and as a representative of my school.
3. During the interview I would try to inform the personnel officer of my duties generally and the duties of vocational counseling and job placement in particular.
4. I would try to present the view that the school desires to inform the company of its program of education, that the school wishes to know of the needs of the company, and desires to assist the company in ways mutually beneficial to the company and to the students of the school, especially in placing our students in jobs with the company and in making changes in our curriculum which might better prepare our students for employment.
5. Short, periodic follow-up conferences via telephone are planned to maintain communication.
6. Since there exists a loose-leaf notebook entitled **Employment and Training Opportunities in Wayne County,** no interview time would be devoted to information already available.
7. Emphasis will be placed on the problems of employment for minority youth.

Mr. Roger E. Holloman

Individual Projects IV And V

I. **Objectives**

1. To determine the number and variety of employment opportunities available for youth in the local labor markets. (Harnett, Lee, Cumberland, and Wake Counties)
2. To locate the youths employed in these areas.
3. To accumulate information to be used in improving counseling and placement services for students still in school.
4. To discover the facilities employed by youth in finding employment.

II. **Methods Used**

1. Survey forms were sent to all graduates of 1966 and 1967 who did not continue their formal training.
2. With the help of members of the Guidance Committee at Shawtown School, visits are being made to the industries and businesses in the area.

III. **Anticipated Outcomes**

1. Make a compiled list of industries in the area including their hiring practices.
2. Compile a list of firms and industries where students are working.
3. Make this occupational information available to students and graduates.

Mrs. Anyce McKee
Mr. G. D. McNeil
Miss Ethel Williams

Individual Participants

Group A

MISS NEZZIE V. CARTER
Merrick-Moore High School
2229 Apex Highway
Durham, N. C.

MRS. HARRIET B. CHILDS
Carr Junior High School
3008 Buckingham Road
Durham, N. C.

MR. J. M. DEEDS
Durham High School
1804 Glendale Avenue
Durham, N. C.

MRS. ANN W. JONES
Hawley High School
703 Philmont Street
Durham, N. C.

MRS. JOHNNIE B. McLESTER
Shepard Junior High School
Durham, N. C.

MRS. BETTY J. MERRITT
Merrick-Moore High School
2229 Apex Highway
Durham, N. C.

MRS. VIOLA PINDLE
Highland Junior High School
604 Massey Avenue
Durham, N. C.

MRS. ROSE SCHNOPP
Thomasville Senior High School
1124 Randolph Road
Thomasville, N. C.

MRS. ELIZABETH T. TAYLOR
Carrington Junior High School
1009 Sycamore Street
Durham, N. C.

MR. RALPH TODD
Northern High School
1702 Ferrell Road
Chapel Hill, N. C.

Group B

MRS. DORIS CLEMENTS
Ligon High School
1515 Oakwood Avenue
Raleigh, N. C.

MRS. ARLETHA G. FREEMAN
Fuquay Consolidated High School
P. O. Box 657
Angier, N. C.

MRS. MARY JOHNSON
Millbrook High School
Apt. 6, Faircloth Street
Raleigh, N. C.

WILLIAM H. KNOX
Enloe High School
1418 Pineview Drive
Raleigh, N. C.

MRS. MITCHELL L. LAWRENCE
Fuquay-Varina High School
Route 3, Box 212
Fuquay-Varina, N. C.

LINDSEY A. MERRITT
N. C. Good Neighbor Council
P. O. Box 12525
Cameron Village Station
Raleigh, N. C.

MRS. LILLIAN C. SANDLING
Needham Broughton High School
2209 Byrd Street
Raleigh, N. C.

MR. P. U. WATSON
Ligon High School
1515 Summerville Circle
Raleigh, N. C.

MISS WETONAH M. WILLIAMS
Aycock Junior High School
1508 Tierney Circle
Raleigh, N. C.

MRS. NANCY S. WILLIS
Benson High School
Route 3
Dunn, N. C.

Group C

MRS. MADGE MOORE AVENT
Henderson Institute
708 Martin Street
Greensboro, N. C.

MR. LEROY E. BORDEN
606 School Street
Goldsboro, N. C.

MISS LUNA BYRD
Harrison High School
Route 1, Box 115-A
Smithfield, N. C.

MRS. HATTIE H. ELLIS
Darden High School
1022 Faison Street
Wilson, N. C.

MISS LAURA BLANCHE GAY
Vaiden Whitley High School
809 West Johnson Street
Raleigh, N. C.

MRS. SANDY HAGEVIK
Neighborhood Youth Corps
Chapel Hill, N. C.

MR. ROGER E. HOLLOMAN
Southern Wayne High School
Route 4
Mount Olive, N. C.

MRS. ROSEMARY JONES
Holden Technical Institute
Hwy. 401-S
Route 3, Box 127
Raleigh, N. C.

MRS. DOROTHY H. RINNE
Wake Forest High School
2616 Van Dyke Avenue
Raleigh, N. C.

MISS EVA THOMAS
Henderson Institute
Henderson, N. C.

Group D

MRS. BILLIE C. CARVER
Roxboro High School
1220 Oxford Road
Roxboro, N. C.

MRS. VIVIAN EDMONDS
Chapel Hill Senior High School
Chapel Hill, N. C.

MRS. JUANITA S. FLOYD
Guy B. Phillips Junior High School
4-A Williams Circle
Chapel Hill, N. C.

MRS. EDITH JACKSON
Franklinton High School
205 Hillsboro Street
Franklinton, N. C.

MR. JOHN KNOX
Assistant Supervisor of Guidance Services
State Department of Public Instruction
Raleigh, N. C.

MRS. MARJORIE G. LEONARD
Louisburg High School
Route 4
Louisburg, N. C.

MRS. ANYCE McKEE
Orange High School
Route 1
Hillsborough, N. C.

MR. G. D. McNEIL
Harnett County High School
1012 North Magnolia Avenue
Dunn, N. C.

MRS. MARGARET M. UMPHLETT
Guy B. Phillips Junior High School
405 Clayton Road
Chapel Hill, N. C.

MISS ETHEL WILLIAMS
Whawtown High School
Route 2, Box 165
Lillington, N. C.

Program

for the

Raleigh-Durham

Vocational Guidance Institute

at

The University Of North Carolina At Chapel Hill

W. D. PERRY, Director

Sponsored By

Plans for Progress, Washington, D. C.
N. C. Good Neighbor Council, Raleigh, N. C.
Industries and Businesses of North Carolina

with

Participants from Wake, Durham, Orange,
Johnston, Harnett, Granville, Person, Vance, Wayne,
Wilson, Franklin and Davidson Counties.

Peabody Hall, School Of Education
Chapel Hill, N. C.

MONDAY, JULY 17, 1967

*Open Meetings — In the meetings marked with an *, persons from Industry, Business, and the public are cordially invited. All other sessions are work sessions are closed meetings.

9:00 A.M.—Introductory Remarks — W. D. Perry, Director, VGI

10:00 A.M.—Administrative Details

11:00 A.M.—Participants' Responsibilities
Chairman and Recorders will be elected in each group.

12:00 Noon—Group Meetings (A, B, C, D)

1:00 P.M. Lunch — Carolina Inn, W. D. Perry, Presiding
Greeting Remarks:
Dr. Norton Beach, Dean, School of Education, University of North Carolina at Chapel Hill.

Speakers:
Kathryn Ray, Guidance Supervisor, State Department of Public Instruction: STRENGTHENING THE RELATIONSHIPS BETWEEN INDUSTRY, BUSINESS, AND GUIDANCE SERVICES.
David Coltrane, Chairman, North Carolina Good Neighbor Council: PLANS FOR PROGRESS AND THE WORK OF THE GOOD NEIGHBOR COUNCIL
Marty Pierson, Personnel Manager, Wright Machinery Co.: INDUSTRY CHALLENGES GUIDANCE COUNSELORS.

4:00 P.M.—Party — Point Prospect; Host, W. D. Perry

TUESDAY, JULY 18, 1967

9:00 A.M.—"Employment Procedures and Practices"
James Smith, Personnel Manager
Burlington Industries
Erwin Mills Sheeting and Duck Division
Durham, North Carolina

9:30 A.M.—Buzz Session — All participants

10:50 A.M.—Discussion — Groups, A, B, C, D.

12:00 Noon—Lunch

1:00 P.M.—Bus leaves from rear door of Peabody Hall for tour of industry

1:30 P.M.—Tour Erwin Mills

3:30 P.M.—Interplay at Erwin Mills

WEDNESDAY, JULY 19, 1967

*9:00 A.M.—"Why Minority Group Youth Feel As They Do."
Thelma Cumbo Lennon, Supervisor Title V Guidance, Counseling and Testing, NDEA
Buzz Session

10:00 A.M.—Group Discussions (A, B, C, D)

10:30 A.M.—Panel Discussion — "Getting and Holding Jobs, Service Obligations, and Other Problems."
Participants: "Upward Bound" students
Moderator: Mrs. Delores Simpson, Guidance Counselor, Central High School, Hillsborough, N. C.

11:30 A.M.—Group Discussions (A, B, C, D)

12:00 Noon—Lunch

1:00 P.M.—Panel Discussion: "Some Issue and Concerns of the Young Adult"
Participants: "Upward Bound" students
Moderator: Mrs. Delores Simpson, Guidance Counselor, Central High School, Hillsborough, N. C.

2:00 P.M.—Group Discussions (A, B, C, D)

3:00 P.M.—Panel Discussion: "Reading Skills"
Participants: Mary Eason, Barbara Lawler, Jean Slaughter, Euzelle Smith
Reading Instructors, "Upward Bound"
Moderator: Mrs. Delores Simpson, Guidance Counselor, Central High School, Hillsborough, N. C.

4:00 P.M.—Group Discussions (A, B, C, D)

THURSDAY, JULY 20, 1967

Groups A, B, C, D meet with 8 pairs of skills trainees (1 through 8).
Trainees from industry will rotate among Groups A, B, C and D. Group chairman will act as moderators.

4:30 P.M.—Individual Group Review of Day's Presentation

FRIDAY, JULY 21, 1967

8:30 A.M. "Work Skills at Wright Machinery Company" — Marty Pierson, Personnel Manager, Wright Machinery Company

9:00 A.M.—Bus leaves from rear door of Peabody Hall for tour of Wright Machinery Company.

9:30 A.M.—Tour Wright Machinery Co.

11:00 A.M.—Leave Wright Machinery Co.

11:15 A.M.—Interplay discussion at Duke University (Building 9, Room 130)

12:00 Noon—Lunch — Duke University Ballroom, Union Building
David S. Coltrane, Presiding
Speakers: Eugene S. Rowan, Administrative Director, **Plans for Progress,** Washington, D. C.
James T. Taylor, Vice-Chairman, North Carolina Good Neighbor Council
John S. Stewart, President, Mutual Savings and Loan Association, Durham, N. C.

2:00 P.M.—Leave for Chapel Hill

2:30 P.M.—"What Vocational Guidance Institutes Hope to Accomplish"
Bert A. Goldman, Ed.D., Associate Professor of Education, University of North Carolina at Greensboro, N. C.

3:30 P.M.—Evaluation of week's work (Dr. Perry)

MONDAY, JULY 24, 1967

Entire day spent in Raleigh, N. C.
Tour Director: Robert Shoffner
Personnel Manager and Assistant Cashier
Wachovia Bank and Trust Company
Raleigh, North Carolina

8:30 A.M.—Tour Winn-Dixie Warehouse

10:15 A.M.—Tour Wachovia Bank and Trust Company

12:30 A.M.—Lunch at Holiday Inn, Raleigh, N. C.
Robert Shoffner, Presiding
Michael K. Goode, Assistant Personnel Manager, Rockwell Manufacturing Company
R. S. Self, Personnel Manager, Winn-Dixie
John Beall, Personnel Manager, ITT

2:15 P.M.—Tour ITT Telecommunications

3:45 P.M.—Tour Rockwell Manufacturing Company

TUESDAY, JULY 25, 1967

"Minority Employment Problems"

*9:00 A.M.—Panel Discussion — Lindsey Merritt, Presiding
G. C. Davis, Chief, Recruiting and Testing Division
North Carolina State Personnel Department
Frank Turner, Training Coordinator, N. C. State Personnel Department
Buzz Session — Questions

*10:15 A.M.—"The State Employment Scene — Services Offered"
Alden P. Honeycutt, Director, Employment Services, Employment Security Commission
Charles R. Stone, Employment Technical Services Supervisor, Employment Security Commission
Buzz Session — Questions

11:30 A.M.—Panel Discussion — Marty Pierson, Presiding
"Manpower Needs of Business and Industry of North Carolina"
R. I. Council, Jr., Division Personnel Representative Carolina Power and Light Company
William Andrews, Director of Health Services Wake Memorial Hospital
Dr. Marion D. Thorpe, Assistant Director, State Board of Higher Education
R. W. Seekamp, Crum and Forester Group Insurance Company, Durham, N. C.
Buzz Session — Questions

12:30 P.M.—Lunch — Carolina Inn
Speaker: Gerald Gradek, Plant Manager, Morrisville Branch, Koppers Company, Inc.

2:00 P.M.—"Testing, Screening, and Employee Evaluations by Business and Industry"

Marty Pierson, Presiding

M. R. Self, Personnel Director, Winn-Dixie, Raleigh, N. C.
Edward Jared, Personnel Director, General Telephone Company
Edson Bates, Industrial Services Supervisor, Employment Security Commission
Attorney Ramollus Murphy, Raleigh N. C.
Asa T. Spaulding, Assistant Vice-President, North Carolina Mutual Life Insurance Company
Attorney Ramollus Murphy, Raleigh, North Carolina
Questions — Buzz

3:15 P.M.—"Problems Experienced in Hiring Minority Workers"

Robert S. Harrell, Presiding

Robert Whitley, Personnel Representative, Occidental Life Insurance Company
C. K. Scarborough, Personnel Director, Colonial Stores, Raleigh, N. C.
John Fairsh, Personnel Director, Superior Stone
Elton C. Parker, Regional Personnel-Public Relations Manager, Nationwide Insurance Company, Raleigh, N. C.
Nathaniel B. White, President, Service Printing Company, Durham, N. C.

WEDNESDAY, JULY 26, 1967

8:00 A.M.—R. G. Bell, Chairman Steering Committee of Smithfield, Selma Industries

9:30 A.M.—Tour Jerold Corporation

11:00 A.M.—Tour Fieldcrest Mills

12:30 P.M.—Lunch — Smithfield Country Club

2:00 P.M.—Tour Sylvania Company

3:15 P.M.—"We Hired Members of the Minority" — Conference Room, Smithfield-Johnston County Public Library

Moderators: R. F. Bell, Personnel Manager, Fieldcrest Mills, Smithfield, Presiding

John S. Shallcross, President, Shallco, Inc.
J. C. Tervo, Personnel Administrator, IBM Corporation, Research Triangle Park
Glenn Wilkinson, Coordinator, Construction Apprenticeship Council of North Carolina
R. D. Hornaday, Personnel Manager, Burlington Industries
S. Gerald Isley, President, Jerold Corporation
Kenneth N. Fromm, Supervisor of Personnel, Sylvania Corporation, Smithfield, N. C.
Horace M. Talton, Personnel Manager, Shallcross, Selma, North Carolina
Harold Smith, Manufacturing Superintendent, Sylvania Corporation

3 OF 3

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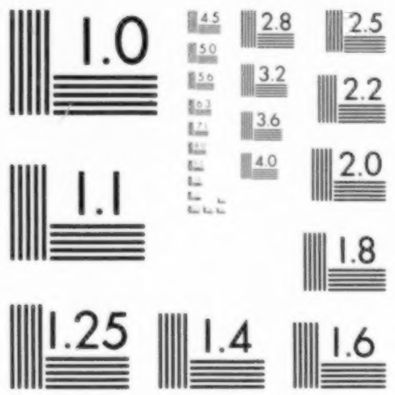
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

THURSDAY, JULY 27, 1967

9:00 A.M.—Panel Discussion — "Accomplishments and Experiences"
Moderator: Asa T. Spaulding, Jr.
Panel

Larkin Teasley
Assistant Comptroller
N. C. Mutual Life Insurance Co.
Durham, N. C.

James Bolden
Assistant Vice-President
N. C. Mutual Life Insurance Co.
Durham, N. C.

Mrs. Missouri A. Morris
Special Education Teacher
Hillside High School
Durham, N. C.

Joseph Taylor
Manager Quality Assurance Lab. IBM
Research Triangle Park, N. C.

10:45 A.M.—Open Discussion with Panelists

12:00 Noon—Lunch — Carolina Inn

1:00 P.M.—Work sessions for Groups A, B, C, D.
Groups will write project proposals.

FRIDAY, JULY 28, 1967

9:00 A.M.—Groups A, B, C, D present project proposals to Industry Panel for their comments.
Panel:

Dick Bindewald
Director of Personnel
Duke University
Durham, N. C.

Don Patterson
Assistant to the Personnel Manager
IBM
Research Triangle Park, N. C.

Robert Shoffner
Personnel Manager and Assistant Cashier
Wachovia Bank and Trust Company
Raleigh, N. C.

Lindsey Merritt
Employment Services Representative
N. C. Good Neighbor Council
Raleigh, N. C.

Marty Pierson
Personnel Manager
Wright Machinery Company
Durham, N. C.

12:00 Noon—Lunch — Carolina Inn
Speaker — Robert Goode
Administrative Coordinato
Plans for Progress
Washington, D. C.

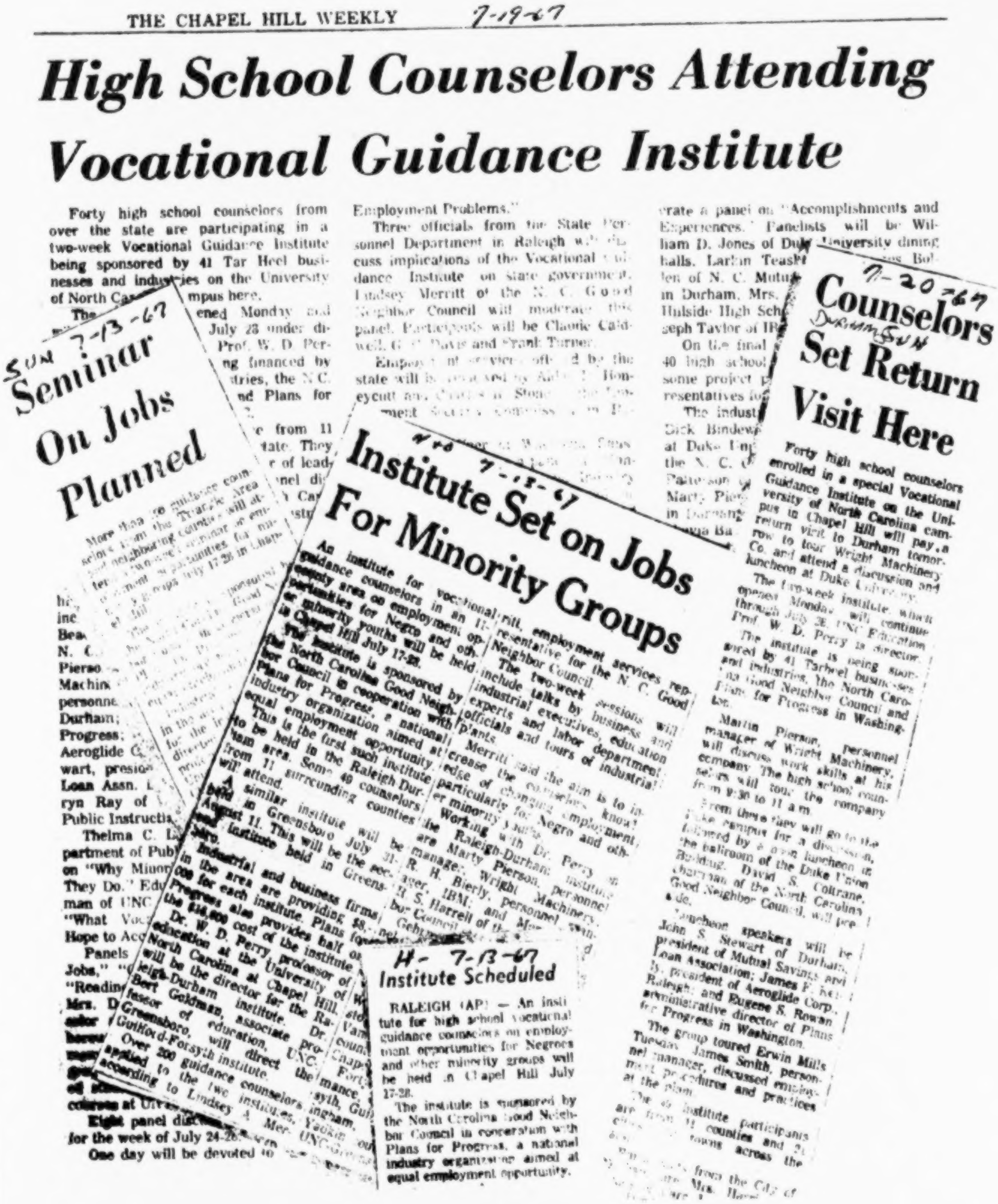
1:00 P.M.—Evaluation of the Institute

NOVEMBER, 1967

Follow-up Meeting IBM
Research Triangle

APRIL, 1968

Follow-up Meeting North Carolina Mutual Life Insurance Company
Durham, N. C.



THE CHAPEL HILL WEEKLY 7-19-67

High School Counselors Attending Vocational Guidance Institute

Forty high school counselors from over the state are participating in a two-week Vocational Guidance Institute being sponsored by 41 Tar Heel businesses and industries on the University of North Ca[illegible]mpus here.

The [illegible]ened Monday and [illegible] July 28 under di- [illegible] Prof. W. D. Per- [illegible]ng financed by [illegible]tries, the N.C. [illegible]nd Plans for [illegible]

[illegible]e from 11 [illegible]tate. They [illegible]e of lead- [illegible]nel di- [illegible] Ca- [illegible]stry

he[illegible] inc[illegible] Bea[illegible] N. C[illegible] Pierso[illegible] Machin[illegible] personne[illegible] Durham; [illegible] Progress; [illegible] Aeroglide C[illegible] wart, presid[illegible] Loan Assn. [illegible] ryn Ray of [illegible] Public Instructi[illegible]

Thelma C. L[illegible] partment of Pub[illegible] on "Why Minor[illegible] They Do." Ed[illegible] man of UNC [illegible] "What Voc[illegible] Hope to Acc[illegible]

Panels [illegible] Jobs," "[illegible] "Readin[illegible] Mrs. D[illegible] [illegible]selor [illegible] colleges at Univ[illegible]

Eight panel disc[illegible] for the week of July 24-28.

One day will be devoted to [illegible]

Employment Problems."

Three officials from the State Personnel Department in Raleigh will discuss implications of the Vocational Guidance Institute on state government. Lindsey Merritt of the N. C. Good Neighbor Council will moderate this panel. Participants will be Claude Caldwell, G. [illegible] Davis and Frank Turner.

Employment services offered by the state will be [illegible] by [illegible] Honeycutt and Charles [illegible] Stone [illegible] Employment Security Commission [illegible]

[illegible]erate a panel on "Accomplishments and Experiences." Panelists will be William D. Jones of Du[illegible] University dining halls, Larkin Teas[illegible] Bol[illegible]len of N. C. Mutu[illegible] in Durham, Mrs. [illegible] Hillside High Sch[illegible] seph Taylor of IB[illegible]

On the final [illegible] 40 high school [illegible] some project p[illegible] resentatives fo[illegible]

The indust[illegible] Dick Bindew[illegible] at Duke Uni[illegible] the N. C. [illegible] Patterson [illegible] Marty Pie[illegible] in Durham [illegible]

SUN 7-13-67

Seminar On Jobs Planned

More than 40 guidance counselors from the Triangle Area and neighboring counties will attend a two-week seminar on employment opportunities for minority groups July 17-28 in Chapel Hill.

[illegible] sponsored [illegible] Good Neighbor [illegible]

N+O 7-13-67

Institute Set on Jobs For Minority Groups

An institute for vocational guidance counselors in an 11-county area on employment opportunities for Negro and other minority youths will be held in Chapel Hill July 17-28.

The institute is sponsored by the North Carolina Good Neighbor Council in cooperation with Plans for Progress, a national industry organization aimed at equal employment opportunity.

This is the first such institute to be held in the Raleigh-Durham area. Some 40 counselors from 11 surrounding counties will attend.

A similar institute will be held in Greensboro July 31-August 11. This will be the second institute held in Greensboro.

Industrial and business firms in the area are providing $8,000 for each institute. Plans for Progress also provides half of the $16,000 cost of the institute.

Dr. W. D. Perry, professor of education at the University of North Carolina at Chapel Hill, will be the director for the Raleigh-Durham institute.

Bert Goldman, associate professor of education, UNC-Greensboro, will direct the Guilford-Forsyth institute.

Over 200 guidance counselors applied to the two institutes, according to Lindsey A. Merritt, employment services representative for the N. C. Good Neighbor Council.

The two-week sessions will include talks by business and industrial executives, education experts and labor department officials and tours of industrial plants.

Merritt said the aim is to increase the counselors' knowledge of changing employment, particularly for Negro and other minority youths.

Working with Dr. Perry on the Raleigh-Durham institute are Marty Pierson, personnel manager, Wright Machinery; R. H. Bierly, personnel manager, IBM; and [illegible] H. S. Harrell of the [illegible] bor Council [illegible] Gehman [illegible]

[illegible] Van[illegible] Count[illegible] Chapel [illegible] Forsyth, Guilford [illegible] ingham, Yadkin [illegible]

H- 7-13-67

Institute Scheduled

RALEIGH (AP) — An institute for high school vocational guidance counselors on employment opportunities for Negroes and other minority groups will be held in Chapel Hill July 17-28.

The institute is sponsored by the North Carolina Good Neighbor Council in cooperation with Plans for Progress, a national industry organization aimed at equal employment opportunity.

7-20-67 Durham Sun

Counselors Set Return Visit Here

Forty high school counselors enrolled in a special Vocational Guidance Institute on the University of North Carolina campus in Chapel Hill will pay a return visit to Durham tomorrow to tour Wright Machinery Co. and attend a discussion and luncheon at Duke University.

The two-week institute, which opened Monday, will continue through July 28. UNC Education Prof. W. D. Perry is director.

The institute is being sponsored by 41 Tarheel businesses and industries, the North Carolina Good Neighbor Council and Plans for Progress in Washington.

Martin Pierson, personnel manager of Wright Machinery, will discuss work skills at his company. The high school counselors will tour the company from 9:30 to 11 a.m.

From there they will go to the Duke campus for a discussion, followed by a noon luncheon in the ballroom of the Duke Union Building. David S. Coltrane, chairman of the North Carolina Good Neighbor Council, will preside.

Luncheon speakers will be John S. Stewart of Durham, president of Mutual Savings and Loan Association; James F. [illegible]ly, president of Aeroglide Corp., Raleigh; and Eugene S. Rowan, administrative director of Plans for Progress in Washington.

The group toured Erwin Mills Tuesday. James Smith, personnel manager, discussed employment procedures and practices at the plant.

The 40 institute participants are from 11 counties and 21 cities and towns across the [illegible]

[illegible] from the City of [illegible] are Mrs. [illegible]